

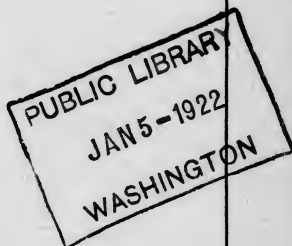
67TH CONGRESS }
2d Session

HOUSE OF REPRESENTATIVES

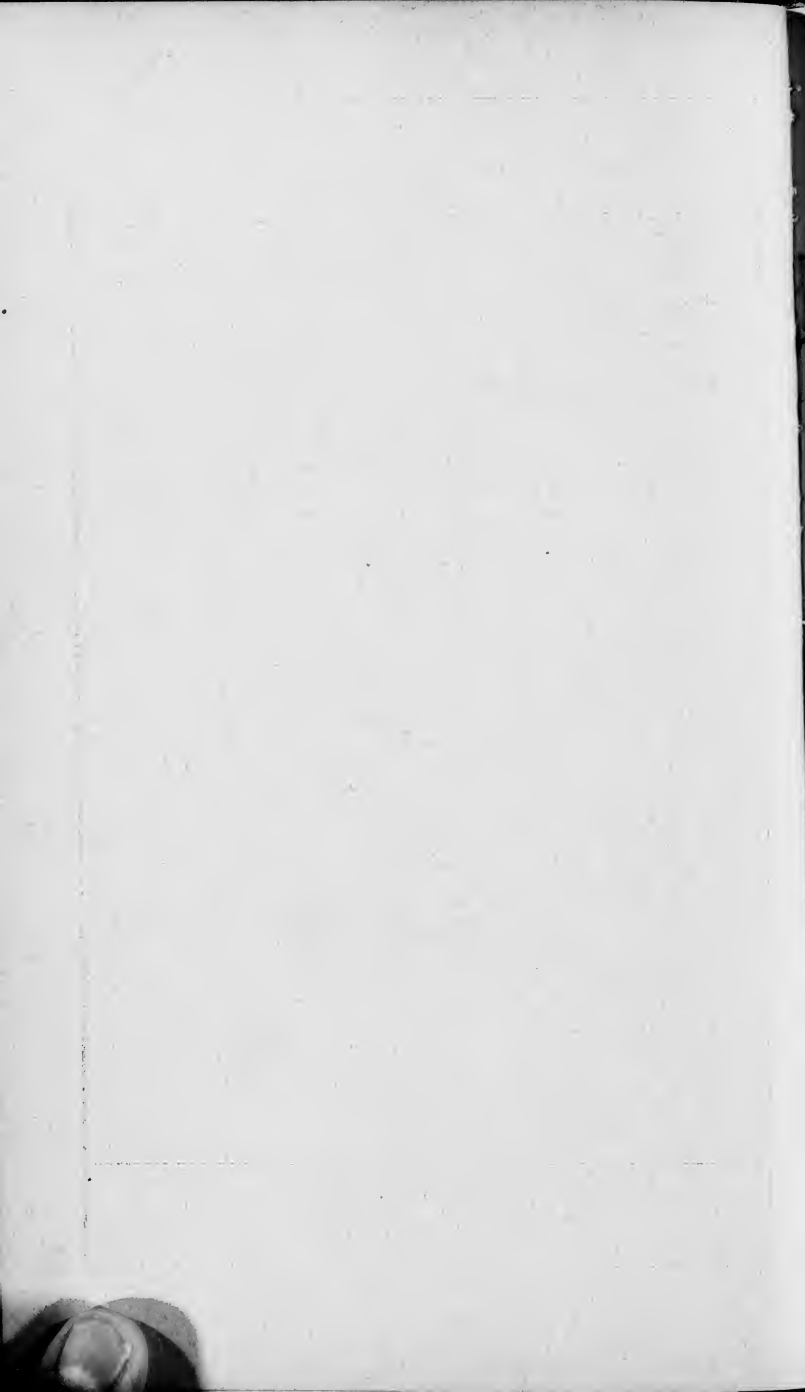
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No. 236

ANNUAL REPORT OF THE
COMMISSIONERS OF THE
DISTRICT OF COLUMBIA
YEAR ENDED JUNE 30, 1921

Vol. IV
REPORT OF
THE BOARD OF EDUCATION
1920-21



WASHINGTON
GOVERNMENT PRINTING OFFICE
1921



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REPORT OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

This annual report of the superintendent of schools is a commendable departure from the practice of presenting individual reviews by all the administrative officials. Not only does Dr. Ballou give us a succinct review of the school system of the past 15 years, but he also presents a comprehensive program of schoolhouse construction, teachers' salaries, administrative development, and educational plans, marking the lines along which the school system must proceed in order to keep pace with the best in the land.

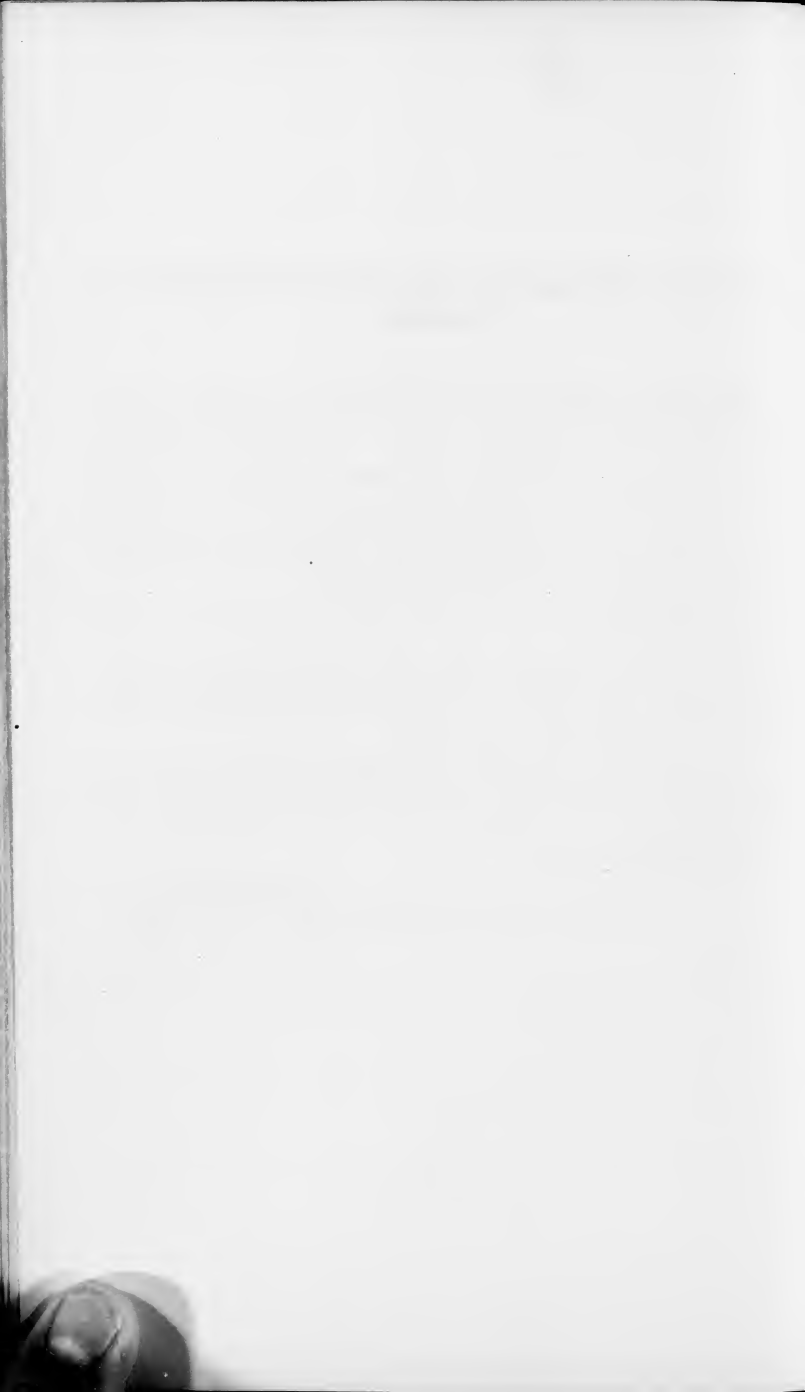
The following changes have taken place in the personnel of the Board of Education:

Mrs. Marie W. Hodgkins, Mr. Daniel A. Edwards, Mr. E. C. Graham, and Mr. William L. Houston have succeeded Mrs. Margaritha S. Gerry, Dr. John W. Van Schaick, jr., Dr. Charles P. Neil, and Mr. Fountain Peyton, respectively.

The schools have made most commendable progress in every department of our many-sided activities during the past year, and I believe that we are entering a year indicative of unparalleled educational advance.

Respectfully submitted.

ABRAM SIMON,
President, Board of Education, District of Columbia.



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SCHOOL CALENDAR.

1921. School opens (beginning of the first half year) : Monday, September 19.
Thanksgiving holiday : Thursday and Friday, November 24 and 25.
Christmas holiday : December 24, 1921, to January 2, 1922, both inclusive.
1922. End of first half year : Tuesday, January 31.
Beginning of second half year : Wednesday, February 1.
Washington's Birthday : Wednesday, February 22.
Easter holiday : Friday, April 14, to Friday, April 21, both inclusive.
Memorial Day : Friday, May 30.
School closes (end of second semester) : Wednesday, June 21.
School opens : Monday, September 18.

BOARD OF EDUCATION.

1921-22.

TERM EXPIRES JUNE 30, 1922.

Mr. DANIEL A. EDWARDS.

Mrs. MARIE W. HODGKINS.

Dr. J. HAYDEN JOHNSON.

TERM EXPIRES JUNE 30, 1923.

Dr. ABRAM SIMON.

Dr. H. BARRETT LEARNED.

Mrs. CORALIE F. COOK.

TERM EXPIRES JUNE 30, 1924.

Mr. E. C. GRAHAM.

Mrs. SUSIE ROOT RHODES.

Mr. WILLIAM L. HOUSTON.

DIRECTORY.

Dr. ABRAM SIMON, 2802 Cathedral Avenue NW. Office hours at Franklin School Building, Thirteenth and K Streets NW., Mondays and Thursdays, 3 to 5 p. m.

Mr. DANIEL A. EDWARDS.....	225 Pennsylvania Avenue SE.
Dr. H. BARRETT LEARNED.....	Cosmos Club.
Mrs. SUSIE ROOT RHODES.....	1004 Park Road NW.
Mrs. CORALIE F. COOK.....	Howard University.
Dr. J. HAYDEN JOHNSON.....	1842 Vermont Avenue NW.
Mr. E. C. GRAHAM.....	1330 New York Avenue NW.
Mrs. MARIE W. HODGKINS.....	1830 T Street NW.
Mr. WILLIAM L. HOUSTON.....	615 F Street NW.

The Board of Education organizes each year at its meeting on the first Wednesday in the month of July.

The regular meetings of the board are held on the first and third Wednesdays of each month at 4 p. m. in the Franklin School Building, Thirteenth and K Streets NW.

OFFICERS OF THE BOARD.

Dr. ABRAM SIMON, *President.*

Mr. DANIEL A. EDWARDS, *Vice President.*

HARRY O. HINE, *Secretary.*

EXECUTIVE, ADMINISTRATIVE, AND SUPERVISORY STAFF.

Superintendent, assistant superintendents, and various officers and directors, Franklin School, Thirteenth and K Streets NW.

Attendance officer, Berrett School, Fourteenth and Q Streets NW. Office hours of chief, school days, 3.30 to 5 p. m.

Attendance officer for Tenth-Thirteenth divisions, Langston School, P between North Capitol and First Streets NW. Office hours of chief, school days, 3.30 to 5 p. m.

Child labor office, Franklin School, Thirteenth and K Streets NW. This office is open daily except Saturday from 10 to 12 m. and from 2 to 4 o'clock p. m. On Saturdays this office is open from 9 to 12 o'clock m.

Educational and employment certificates and licenses to minors under 16 years of age to act as newsboys, bootblacks, or peddlers are issued at Franklin School, Thirteenth and K Streets NW., during the following hours:

Educational and employment certificates: Daily, except Saturdays, from 10 to 12 m. and from 2 to 4 p. m. On Saturdays from 9 to 12 m.

Physical examinations of applicants for employment certificates, Mondays, Wednesdays, and Fridays at 2 p. m. at Franklin School, Thirteenth and K Streets NW., in the child labor office.

Minor's licenses: Daily, except Saturdays, between the hours of 10 and 12 m. and 2 and 4 p. m. On Saturdays from 9 to 12 m.

Public school storehouse, No. 136 K Street NE.

OFFICE OF SUPERINTENDENT OF SCHOOLS.

FRANK W. BALLOU, *Superintendent of Public Schools*, The Marlborough. Office hours at Franklin School Building, Thirteenth and K Streets NW., 3 to 5 p. m. daily, except Saturday; 11 to 12 m. Saturdays. Office hours are confined to school weeks.

STEPHEN E. KRAMER, *Assistant Superintendent (for White Schools)*, 1725 Kilbourne Street NW. Office hours at Franklin School Building, 9 to 12 m. and 2 to 4 p. m. daily, except Saturdays; 9.30 to 12 m. Saturdays.

GARNET C. WILKINSON, *Assistant Superintendent (for Colored Schools)*, 406 U Street NW. Office hours at Franklin School Building, 3.30 to 5 p. m. daily, except Saturdays; 9.30 to 11 Saturdays.

ALEXANDER T. STUART, *Director of Intermediate Instruction*, 3162 17th Street NW. Office hours at Franklin School, 9 a. m. to 5 p. m. on school days.

JOHN A. CHAMBERLAIN, *Supervisor of Manual Training*, 1502 Emerson Street NW. Office hours at Franklin School, 9 a. m. to 5 p. m. on school days.

ROSE L. HARDY, *Director of Primary Instruction*, 764 Rock Creek Church Road. Office hours at Franklin School, 9 to 10 a. m.; Mondays, 2 to 4 p. m.; Thursdays.

- EMMA F. G. MERRITT, *Assistant Director of Primary Instruction*, 1630 Tenth Street NW. Office hours at Shaw Junior High School, 9 to 10 a. m. and 2 to 5 p. m. Mondays; 1 to 4 p. m. Wednesdays.
- CATHERINE R. WATKINS, *Director of Kindergartens*, 1720 Oregon Avenue NW. Office hours at Berrett School, 1.30 to 3 p. m. Mondays.
- IMOGENE WORMLEY, *Assistant Director of Kindergartens*, 547 Florida Avenue NW. Office hours at Sumner School, Seventeenth and M Streets NW., 1 to 4 p. m. daily.
- HARRY O. HINE, *Secretary*, office of Secretary Board of Education, 3204 Highland Place NW., Cleveland Park. Office hours at Franklin School, 8.45 to 4.45 p. m.
- RAYMOND O. WILMARTH, *Chief Accountant*, office of Finance Accounting, 227 John Marshall Place NW. Office hours at Franklin School, 9 to 10 a. m. and 3 to 5 p. m.
- JOHN W. F. SMITH, *Statistician*, office of Statistics and Publications, 816 Fourth Street NW. Office hours at Franklin School, 9 to 10 a. m. and 3 to 5 p. m.
- SADIE L. LEWIS, *Chief Attendance Officer for White Schools*, 4902 Georgia Avenue NW. Office hours at Berrett School, Fourteenth and Q Streets NW., 9 to 11 a. m. Mondays, Wednesdays, Fridays, and Saturdays; 3.30 to 5 p. m. Tuesdays and Thursdays.
- IDA G. RICHARDSON, *Chief Attendance Officer for Colored Schools*, 309 Eleventh Street NE. Office hours at Langston School, P Street between North Capitol and First Streets NW., 9 to 10 a. m. Mondays, Tuesdays, Wednesdays, and Fridays; 9 to 10 a. m. and 2 to 3.30 p. m. Thursdays.
- ELEANOR J. KEENE, *Clerk in Charge Child Labor Office*, 3453 Holmead Place NW. Office hours at Franklin School, 10 to 12 o'clock m. and 2 to 4 p. m. daily, except Saturdays; 9 to 12 m. Saturdays.
- HUGH F. McQUEENEY, *Superintendent of Janitors*, Bladensburg Road and New York Avenue NE. Office hours at Franklin School, 3 to 4 p. m. Tuesdays and Fridays. Phone, Lincoln 1581.
- S. B. SIMMONS, *Custodian Storehouse*, 1459 Corcoran Street NW. Office hours at 136 K Street NE., 8 a. m. to 4 p. m.
- J. R. RILEY, *Cabinetmaker*, cabinetmaker's shop, College Park, Md. Shop, Wisconsin Avenue Manual Training School.

BOARD OF EXAMINERS FOR WHITE SCHOOLS.

Superintendent FRANK W. BALLOU, *Chairman*; HARRY ENGLISH, *Secretary*, 2907 P Street NW.; SARAH E. SIMONS, 1528 Corcoran Street NW. Office, Franklin School, Thirteenth and K Streets NW.

BOARD OF EXAMINERS FOR COLORED SCHOOLS.

Superintendent FRANK W. BALLOU, *Chairman*; NELSON E. WEATHERLESS, *Secretary* 2502 Georgia Avenue; HARRIET E. RIGGS, 418 T Street NW. Office, Franklin School, Thirteenth and K Streets NW.

SUPERVISING PRINCIPALS.

- BEN W. MURCH, first division; office, Dennison School; residence, 1703 Thirty-fifth Street NW.
- ROBERT L. HAYCOCK, third division; office, Powell School; residence, 1606 Longfellow Street NW.
- WALTER B. PATTERSON, special division; office, Franklin School; residence, 422 Randolph Street NW.

SELDEN M. ELY, fifth division; office, Gales School; residence, 50 S Street NW.
FLORA L. HENDLEY, sixth division; office, Ludlow School; residence, 1216 L Street NW.

EPHRAIM G. KIMBALL, seventh division; office, Wallach School; residence, 1527 Park Road NW.

ANNE BEERS, eighth division; office, Jefferson School; residence, 3017 Rodman Street NW.

HOSMER M. JOHNSON, ninth division; office, Cranch School; residence, 1443 Fairmont Street NW.

JOHN C. NALLE, tenth division; office, Sumner School; residence, 1308 U Street NW.

MARION P. SHADD, eleventh division; office, Garnet School; residence, 2110 Fourteenth Street NW.

WINFIELD S. MONTGOMERY, special division; office, Simmons School; residence, 1912 Eleventh Street NW.

JOHN C. BRUCE, thirteenth division; office, Lincoln School; residence, 1301 T Street NW.

MEDICAL INSPECTOR.

JOSEPH A. MURPHY, chief medical and sanitary inspector, 1425 Chapin Street.
Office hours at Franklin School, Thirteenth and K Streets NW., 2 to 3 p. m. on school days.

REPORT OF THE SUPERINTENDENT OF SCHOOLS.

To the Board of Education of the District of Columbia.

LADIES AND GENTLEMEN: I have the honor to submit herewith the annual report of the superintendent of schools for the year ending June 30, 1921.

While the annual report of the superintendent of schools is addressed to the board of education, it is of interest to the citizens, to the commissioners, and to Congress.

The superintendent's annual report is customarily addressed to the board of education, because the superintendent is the board's chief executive officer and he is officially accountable to the board, because the board and the superintendent are responsible for providing a system of efficient education, and because the superintendent's report deals with conditions in the schools which the board is expected to take the initiative in considering.

It is of interest to the citizens of the District of Columbia because the schools are maintained for their children, because the citizens must help defray the expense of the school system, and because the superintendent and the board feel a moral as well as a legal responsibility and accountability to the citizens of the District for the administration of the schools. This report describes certain needs of the schools concerning which each citizen should first inform himself and then do something to assist the school authorities in satisfying.

It is of interest to the Commissioners of the District of Columbia because their approval of the school estimates submitted by the board of education is essential if those estimates are to be considered by Congress, because their judgment of the necessity of asking Congress for the appropriations which the estimates call for is based on their knowledge of school needs, some of which this report aims to describe; and because the commissioners, as the executive officers of the District, are vitally concerned with all matters that make for a finer and better municipality.

It is of interest to Congress because Congress controls educational progress in the schools of the District of Columbia by making or failing to make the appropriations necessary to provide for that

progress, and because Congress alone can improve the unsatisfactory conditions in the schools of the District which prevent securing the high type of educational achievement which the citizens of Washington desire and which the Nation's Capital should exemplify to the world.

This report is therefore formally addressed to each member of the Board of Education and informally addressed to every citizen of the District of Columbia, to each Commissioner of the District, and to every member of the House of Representatives and of the Senate in order that each may not only understand some of the outstanding needs of the school system which the report describes, but also with the hope that each may feel a personal responsibility for undertaking to satisfy those needs at the earliest appropriate opportunity.

NATURE OF THIS REPORT.

An annual report of a superintendent of schools may be thought of in several different ways. It may be thought of as a record of what has been attempted or accomplished during the year for which it is written. Thus prepared an annual report looks to the past rather than to the future.

An annual report may be thought of as a general descriptive account of the whole school system. Prepared according to this conception, an annual report will necessarily treat of more topics than can be dealt with in much detail. As a rule, such reports must be general, perhaps superficial, rather than detailed and instructive.

An annual report may be thought of as dealing with a few of the larger and more pressing needs of the school system. Such a report will deal with these needs in some detail. Such a report looks to the future rather than to the past and may present an educational program for action. This annual report has been prepared primarily from this point of view. Accordingly no general descriptive account of the school system has been written. All reports of subordinate officers have been deliberately omitted.

SCOPE OF REPORT.

This report will deal in some detail with the following topics:

First, some major administrative changes during the school year 1920-21.

Second, schoolhouse accommodations.

Third, a new salary schedule for school employees.

Fourth, some needed developments and extensions of the school system.

Fifth, physical welfare of pupils.

The first topic relates to past accomplishments. The last four topics describe conditions in the schools to which serious attention should be given immediately.

ACKNOWLEDGMENTS.

To the public for its cordial reception of the new superintendent; to the press for its public service in educating public opinion regarding the schools; to the officers, teachers, and other employees who share with the superintendent the responsibilities of the school system for their uniform courtesy and efficient cooperation; to the members of the Board of Education for uniform and unfailing support of the superintendent and his recommendations, as well as their charitable consideration of the superintendent during his first year as a city superintendent; to the five different commissioners of the District who have served during the past year for their sympathetic interest, wise counsel, and helpful support of the school projects; to Members of the House and Senate, especially the members of the Appropriations Committees, for their consideration of school needs and their unusually large appropriations to satisfy the building needs; and to all others who have assisted in school progress, on behalf of the 60,000 school children, in whose interests we labor, the superintendent makes due acknowledgment for helpful participation in the cause of public education in the Nation's Capital.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.



I. SOME MAJOR ADMINISTRATIVE CHANGES DURING THE SCHOOL YEAR 1920-21.

Briefly, in a descriptive manner and without argument, some of the major administrative changes made by action of the board on the superintendent's recommendation or by executive order of the superintendent are here chronologically recorded.

1. AGE OF PUPILS FOR ENROLLMENT IN KINDERGARTEN OR IN GRADE I.

On September 11 the superintendent issued the following orders regarding the age of pupils for enrollment in kindergartens and Grade I.

a. IN KINDERGARTEN.

During the first half of the school year children 5 years of age and upward by November 1 may be admitted at the opening of school in the order of application to those kindergartens which are most convenient for them to attend and in which there are sufficient accommodations, provided that a supervising principal may, with the approval of the assistant superintendent in charge, decline to admit children to kindergarten when the number in attendance exceeds 45 children. A record shall be kept of all applicants thus refused.

For the second half of the school year the same procedure shall be followed, but March 15 shall be substituted for November 1.

b. IN GRADE I.

Children 6 years of age and upward by November 1 may be admitted to Grade I during the period of enrollment for the first half of the school year.

Children who are six years of age or over by March 15 may be admitted to Grade I during the period of enrollment for the second half of the school year.

2. APPOINTMENT OF COMMITTEES OF TEACHERS ON SELECTION OF TEXT-BOOKS.

To assist him in preparing his recommendations for the adoption of new textbooks, the superintendent initiated a procedure on September 11 by which teachers themselves nominated their colleagues

for service on two textbook committees, one for elementary schools and one for high schools. These committees made recommendations to the superintendent for revision of the books in use and for new books to be adopted. This plan not only establishes an agency which can give continuous attention to textbooks but it provides teachers with an opportunity for appropriate participation in an administrative matter in which they are directly and vitally concerned.

3. BASIS FOR WITHHOLDING LONGEVITY PAY.

In connection with the appropriation for longevity pay for teachers, the appropriation bill carries the following provision:

Provided, That no part of this sum shall be paid to any person who, in the opinion of the Board of Education and the Superintendent of Schools, has an unsatisfactory efficiency rating.

In the administration of this provision it was necessary at the outset to determine what shall be considered an "unsatisfactory" rating.

The scale according to which all teachers are rated is as follows:

Excellent, E.; very good, V. G.; good, G.; fair, F.; poor, P. A mark of "poor" is considered unsatisfactory.

On the superintendent's recommendation, on September 15 the Board of Education approved the following plan for the administration of the law with respect to the withholding of longevity pay:

First. That the efficiency rating as defined in the law shall be determined upon the basis of the rating for the last school year, together with the ratings of the four years of service immediately preceding.

Second. That longevity pay be withheld from the following groups of teachers: (a) A teacher whose rating at the end of the school year 1920 was unsatisfactory and who during the preceding four years received one or more ratings of unsatisfactory; (b) a teacher whose rating at the end of the school year 1920 was unsatisfactory and who during the four years immediately preceding had two or more ratings of "fair."

Third. That longevity pay shall not be withheld at this time from a teacher who was rated unsatisfactory at the end of the school year 1920, provided that during the preceding four years she shall have been rated at the end of three or more years better than "fair." Such teachers shall be notified that a second unsatisfactory rating at the end of any subsequent year of service will result in the withholding of longevity pay.

As a result, longevity pay was withheld from 10 teachers, several of whom were on the maximum salary of their rank, and teachers who were rated "unsatisfactory" in June 1920 were warned.

Taking the rating for five years as a basis rather than the single rating of the current year means the adoption of a generous policy toward the teachers concerned. The supply of teachers should soon be sufficient to make unnecessary the retention of any teacher whose work at any time is considered unsatisfactory.

4. PUBLIC HEARINGS HELD BY BOARD ON SCHOOL BUDGET.

While the budget estimates were being prepared the board of education arranged for three public hearings, as follows:

For representatives of teachers' organizations on salaries, on September 20.

For representatives of janitors, engineers, and laborers on salaries, on September 21.

For representatives of various civic organizations and local citizens' associations on school needs in their respective localities, on September 22.

The hearings were held in the rooms of the Board of Education at 8 p. m. and lasted for an hour and a half or two hours.

These hearings are significant in several respects.

The briefs which were submitted to the board by the various speakers furnished helpful information in the preparation of the estimates. The discussion of school needs at the hearings brought the needs of one section of the city to the attention of representatives of other sections. The hearings made it clear to those present that the Board of Education has no easy task to try to meet the educational needs of the whole district within the present limits of the school budget. Finally these hearings are significant in that they were prompted by a real desire on the part of the Board of Education and school officers to learn directly from all parties concerned of the various school need as the citizens view them. Such hearings will undoubtedly become the regular policy of the board.

5. PHYSICAL EXAMINATION OF ALL PROSPECTIVE TEACHERS.

The rules of the Board of Education contemplate that all persons who are candidates for teaching positions shall be examined physically before appointment. During the period of the war when the supply of teachers was not as large as the demand, it was impossible to enforce this rule.

Now that the supply of teachers is more nearly normal it is desirable that the former practice of passing upon the physical qualifications of candidates should be resumed. The passage of the teachers' retirement act and its various provisions for annuities for incapacitated teachers also now make the physical examination a necessity.

On September 29, 1920, the superintendent directed the boards of examiners to require physical examination of all candidates seeking teaching positions in the schools of the District of Columbia as a part of the examination procedure required by law. While cases of certain persons thus disqualified have made strong sympathetic appeals, nevertheless there can be no doubt that the physical examination

of all candidates will result in a higher quality of teaching service in the schools of the District.

6. ASSIGNMENT OF TEACHERS IN SPECIAL DEPARTMENTS.

At the opening of the schools in September the attention of the superintendent was called to the fact that some teachers in the departments of music, manual training, domestic science, domestic art, physical training, and drawing had been assigned to teach their respective subjects in certain schools to such an extent that it is impossible for the remaining teachers in these several departments to visit the schools of the District as frequently as formerly or as often as is desirable. Furthermore, the presence of such special teachers resulted in providing certain eighth-grade teachers with much more free time than was necessary. Justice to all eighth-grade teachers requires that all should be treated according to the same general policy.

Since it was impossible to generalize for the city the above-mentioned practice, on September 30 the superintendent directed that all special teachers be withdrawn from such assignments and be furnished with programs similar to other special teachers of the department. The new policy makes impossible any discrimination in assignments to special teachers within any department or in the amount of free time provided the eighth-grade teachers in different schools.

7. FIVE-HOUR DAY FOR KINDERGARTNERS AND TEACHERS OF GRADES I AND II.

On October 20, on recommendation of the superintendent, the Board of Education adopted the following policy:

That the board formulate a policy whereby all teachers in elementary schools shall render a full day of professional service, even when such teachers are not assigned to entire-day schools. He also asked that the superintendent be authorized to frame such provisions as may seem expedient to cover the service of such teachers by having them render additional teaching for the benefit of pupils who may need it in their own or other classes.

As stated in a circular dated October 28 to officers, the purposes of the above order are as follows:

To unify the length of day for teachers; to provide needed professional training for some of the teachers recently appointed; to place at the disposal of the children a larger amount of the time of teachers; and to provide opportunity for the teachers to give additional instruction to individual pupils who need it. In short the purpose is to improve teachers and teaching for the benefit of the children. Your administration of this order of the board should be in accordance with the statement of its purpose.

It is likely that teachers affected by this order have made other arrangements for the disposition of their time outside of their present three and a half hours

of teaching. The superintendent will give consideration to requests of teachers for a modification of the application of this order in the case of those teachers who have been and are now pursuing collegiate work leading to a degree in a regularly established institution within the District of Columbia. Such applications should be prepared by the individual teachers concerned and accompanied by a certified statement from the institution where courses are being taken.

The additional hour and a half of the teachers' time required for the schools was devoted to certain school activities. Kindergartners spent one period of the five days with the director of kindergartens in study conferences, one day for school visiting, field work, or excursions with children, one day to observation in kindergartens or in Grade I or Grade II, one day to mothers' meetings or specially assigned work, and one day to actual work with children in primary grades.

Teachers in Grades I and II gave this additional hour and a half per day to the backward pupils of their own classes as far as the classroom facilities permitted; to assisting one another in individual work with children of a single class; to excursions with the children; and to study conferences with the director of primary instruction.

Since the minimum salary of the teachers in the elementary schools is now uniform for all, it seemed logical to abandon a practice which required five hours of service of certain teachers and required only three and a half hours of certain other teachers because the latter happened to be teaching in Grades I and II instead of teaching in a higher grade. The primary purpose was not equal treatment of teachers, however, but rather to place more of their time at the disposal of the school children and the other work of the schools incidental to teaching.

8. STUDY OF SCHOOLHOUSE ACCOMMODATIONS.

In attempting to organize the schools efficiently at the beginning of the school year 1920 it became clearly apparent at once that the most urgent need of the school system of the District of Columbia was more schoolhouses. Other needs were also in evidence, but none of them seemed to be as urgent as relief from the use of undesirable rooms never intended for classroom use; from the use of the 78 temporary portable schoolrooms which are not only not entirely satisfactory as classrooms but most of them occupy ground sorely needed for play space for children; from the necessity of renting so many buildings for school purposes which are, as a rule, wholly unadapted to proper school use; and, perhaps, most important of all, relief from the present necessity of forming classes in elementary schools with 45, and even 50, pupils per class because of lack of classrooms.

Starting with the slogan "A seat in a suitable schoolhouse for every public-school pupil in the District of Columbia," the school authorities devoted constant attention to the securing of relief at the earliest possible moment.

On November 1 the superintendent began an investigation of the congested condition of the school buildings. The results of that investigation were published by the Board of Education on December 1, and formed the basis of the campaign subsequently carried on for increased appropriations for school buildings. In his many addresses during the year before various civic bodies, the superintendent devoted his attention almost exclusively to this topic.

In the appropriations act for 1922 appropriations were made for construction of schoolhouses already initiated, amounting to \$825,000. The same appropriations act provided \$155,000 for additional land and buildings.

The building needs as outlined in the "special report," however, were recognized more fully under an emergency heading in the "Second deficiency act, fiscal year 1921," where \$1,544,000 is appropriated for buildings and grounds and \$400,000 additional obligated. (See later section of this report for details.)

9. POLICY REGARDING COLLECTIONS OF MONEY IN THE SCHOOLS.

After careful consideration of the matter of collecting money of public-school pupils for various worthy purposes, the superintendent on November 3, 1920, submitted to the Board of Education a statement intended to represent public opinion on the subject, and also intended to formulate a policy to be followed by the board. The statement which was unanimously adopted by the board follows:

During the war the schools were opened to every responsible organization for the carrying on therein of those activities which would in any way contribute either to the successful prosecution of the war or to the relief work attendant thereto. Teachers and pupils responded in a most patriotic and self-sacrificing manner, and the public approved and supported such activities in the schools.

At present school people and the public feel strongly that the schools should be allowed to direct their attention exclusively to educational matters, as before the war. Teachers find it exceedingly difficult to arouse the enthusiasm in pupils which was once aroused, and parents no longer respond to the requests for contributions as they once did, no matter how worthy the purpose. Every collection of money made in the schools means a diverting of the attention of teachers and pupils from educational work.

Furthermore, teachers are beginning to realize that they must now give unusual attention to the education and training of the children in order that time lost and educational deficiencies incurred as a result of the war may be offset. A serious educational problem confronts principals, supervising principals, directors, and other members of the supervisory staff in unifying and vitalizing the work of so many new teachers who have come into the schools during the

past five years. This problem can be most successfully solved if interference with the regular orderly procedure of the schools is reduced to a minimum.

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On October 27 the board of education held a special meeting for the purpose of planning a joint meeting or conference of the board and representatives of the District's civic and other organizations that have school committees for concerted action in school improvements. By means of such conference the board hoped to develop a united community opinion; to organize and present and represent such opinion before Congress; and thereby to avoid the presentation to congressional committees of various confusing and conflicting views of school needs.

Accordingly, a highly successful conference was held on December 8 at the rooms of the board of education. The meeting was devoted exclusively to the discussion of the need of additional school buildings and the means of securing united action of the community.

The superintendent made a thorough analysis of the congested conditions in the school system due to lack of sufficient schoolhouse accommodations. These conditions are militating against effective education. Following the superintendent's statement the conference gave consideration to the various means of financing an adequate building program. The means considered were taxation, the bond issue, and the use of the unexpended balance in the United States Treasury. The conference unanimously voted its hearty approval of this building program submitted by the superintendent of schools and the board of education for the relief of these congested conditions. Many delegates at once pledged their respective associations to back this building program in its passage through Congress. Over 50 associations were represented, several having more than one member.

At the close of the meeting President Simon expressed his satisfaction with the success of the meeting and entertained the hope that more such conferences would be called.

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A series of rules relating to the certification of school service of an educational nature other than that in the public schools of the

District of Columbia for the purpose of carrying out the provisions of the act of Congress providing for the retirement of teachers, approved January 24, 1920, was approved by the board of education on recommendation of the superintendent on December 15, 1920.

These rules establish in detail the conditions for determining whether such outside service is the equivalent of that rendered in the public schools of the District of Columbia and therefore should be accredited for retirement purposes.

12. APPOINTMENT OF COMMITTEES OF TEACHERS ON REVISION OF COURSES OF STUDY.

In accordance with the general policy of his administration of inviting officers and teachers to share with him the responsibility for improving the school system, on February 19 the superintendent invited school officials to recommend teachers to serve on several committees on revision of courses of study for Grades VII and VIII and the first year of high school.

From the names thus submitted the superintendent selected 9 or 10 teachers to serve on each one of the committees to revise the course of study in the following subjects: History, modern languages, general science, English, and mathematics. It is hoped that these committees will report by June, 1922.

13. AGE LIMIT FOR APPOINTMENT AS TEACHERS.

During the period of the war the supply of properly qualified teachers was not sufficiently large to meet the needs of the school system. Consequently it was not possible to maintain the usual educational standards of eligibility. Now that the supply of available teachers is becoming normal, it is important that former standards be reestablished and others be established to insure a high quality of service.

To this end, on March 16, the Board of Education approved a recommendation of the superintendent that the maximum age limit for initial appointment to service in the elementary schools be 40 years and in the high schools 45 years.

14. CLASSIFICATION OF REPAIRS AND ALTERATIONS TO BUILDINGS.

The amount of money appropriated for the upkeep of the school buildings of the District is far too small to cover necessary repairs. In order that the money appropriated may be spent for the most urgent repairs and alterations the superintendent on March 24 directed that supervising principals and principals of high and normal schools classify their respective requests for repairs and alterations

of buildings under three heads—1, urgent; 2, necessary; and 3, desirable.

1. Urgent repairs are defined as those which may be considered in the emergency class.

2. Necessary repairs are those which must be made if efficient education in the schools is to be maintained.

3. Desirable repairs are those which would contribute to the comfort and welfare of pupils and teachers, but which in their nature can not be classified as either urgent or necessary.

With the amount of money appropriated for 1922 it is not likely that many of the items under "desirable repairs" can be taken care of. Probably not all "necessary repairs" can be made.

15. DUTIES OF ADMINISTRATIVE PRINCIPALS.

One of the developments of the school system during the past several years has been the increase in size of elementary school buildings and the union of adjoining buildings looking toward the ultimate displacement of the present teaching principal in the 8-room school by a free or administrative principal of a building or a group of buildings with 16 or more classrooms. There are in the District of Columbia to-day 33 administrative principals, and additional administrative principals will undoubtedly be created when the opportunity presents itself through the transfer, resignation, or retirement of teaching principals.

The creation of administrative principals in our large elementary school units contemplates also some modifications of the present duties of supervising principals. It is expected that administrative principals will assume some of the local direction of education within the school which has been formerly carried by supervising principals.

Accordingly, school officers, including supervising principals, devoted a good deal of attention to the functions which administrative principals may appropriately discharge. The result of such consideration is the following definition of the duties of administrative principals which were promulgated by the superintendent on April 14, 1921, as follows:

1. Subject to the general supervision and direction of the supervising principal, an administrative principal is expected through the duties and responsibilities herewith imposed to be a leader in the educational development of his school, recognized as such by his teachers and by pupils and parents.

2. He shall supervise the classroom work of all teachers and pupils in his building.

3. He shall teach at times in the several classes for the purpose of (a) stimulating interest among pupils, (b) aiding the teachers in discipline and in methods of teaching, (c) and getting into close touch with the work of the pupils and teacher.

4. He shall teach regularly at least one and one-half hours daily, a portion of which teaching shall be in Grade VIII.
5. He shall teach a class, when necessary in the absence of the teacher, until a substitute arrives.
6. He shall hold conferences with teachers for the purpose of unifying the work of the school.
7. He shall give tests in the various grades under the direction of the supervising principal for the purpose of improving educational results.
8. He shall make a study of individual pupils to determine what special educational treatment, if any, is desirable.
9. He shall keep in touch with parents of pupils and with representatives of parent-teacher associations and the community associations and other local organizations through conferences with them.
10. He shall settle all questions of discipline arising in his school, subject to appeal to the supervising principal.
11. He shall assist the supervising principal with information and advise in the rating of teachers in his school.
12. He shall deal directly with school nurses, medical inspectors, and attendance officers.
13. He shall reserve the time from 8.30 a. m. until 9.30 a. m. and from 2.30 p. m. to 3 p. m. for office hours so that he may be readily accessible to school officers and parents at those times.

16. ESTABLISHMENT OF A BOARD OF APPORTIONMENT.

On April 20, 1921, on recommendation of the superintendent the board of education passed the following orders:

That a board of apportionment is hereby established to consist of the superintendent of schools, chairman; the assistant superintendent in charge of white schools; the assistant superintendent in charge of colored schools; and two other persons selected by the superintendent of schools.

It shall be the function of the board of apportionment to receive from school officials and consider all applications for the allotment of appropriations for the public-school system of the District of Columbia, to conduct such hearings as it may deem advisable on the same, and to submit its recommendations for allotments to the superintendent of schools. In considering recommendations of school officials for allotments the board of apportionment will, of course, be governed by such statutory provisions as have already been made or as may hereafter be enacted by the Congress of the United States.

The board of apportionment is hereby authorized to adopt such regulations governing its procedure as may be passed by the board of apportionment and approved by the superintendent of schools.

In addition to the superintendent and the two assistant superintendents, the supervisor of manual training has been designated by the superintendent as a member of the board of apportionment and as its secretary. The chief accountant usually meets with the board in an advisory capacity. The personnel of the board of apportionment is such as to bring to the board sufficient knowledge of school conditions to make possible the proper allocation of school funds.

The board of apportionment adopted the procedure of inviting principals, supervising principals, and directors before the board

for advice and counsel. On the basis of recommendations made and suggestions received all lump-sum appropriations have been divided for the school year in accordance with the law and good administrative practice.

17. REINTRODUCTION OF GERMAN.

At a meeting of the board of education May 18, 1921, on recommendation of the superintendent of schools the board of education reintroduced the subject of German into the curriculum of the high schools as an elective subject.

18. TUITION FEES FOR NONRESIDENT SUMMER-SCHOOL PUPILS.

With the establishment of vacation schools apart from playgrounds it became necessary to make provision for the enforcement of the nonresident tuition law, since some nonresident students are accommodated in the vacation schools.

Accordingly, at its meeting on May 18, 1921, the board of education adopted an order requesting the commissioners to establish a tuition rate of \$2.65 for the term of the vacation schools and playgrounds during the months of July and August.

19. NEW RULES RELATING TO FRATERNITIES, SORORITIES, AND OTHER HIGH-SCHOOL ORGANIZATIONS.

After having given consideration to fraternities and sororities in its conference of November 17, 1920, and April 6, 1921, and following conferences between the superintendent and high-school principals, the board of education at its meeting on June 1, 1921, unanimously adopted the following report prepared by the superintendent of schools:

20. ALLOCATION OF CLASS C, GROUP B SALARIES.

The appropriation act annually carries salaries for seven additional group B teachers in the high schools. The maximum salary of such a teacher is \$260 higher than the maximum salary of a group A teacher. Comprehensive, competitive examinations are conducted by the boards of examiners to qualify candidates for these promotions.

The question before the Board of Education was whether the salaries should be divided between the two divisions of the school system and appointments made accordingly from two separate lists of eligibles, or whether appointment to these salaries should be made according to the ratings earned by candidates regardless of the divisions of the school system from which candidates come. After extended consideration of the question the board authorized the ap-

pointment of a special committee, consisting of Mr. Edwards, Mrs. Cook, Dr. Simon, and the superintendent, who presented the following report which was adopted by the board on June 7, the superintendent and several members disapproving.

GROUP 6, CLASS B SALARIES.

The special committee recently appointed on the allocation of salaries for class 6, group B, submitted a report, which follows:

1. An examination shall be held every two years.
2. Unless promoted, names will remain on the eligible register for two years.
3. Names now on the eligible register shall remain one year after the next examination will be held.
4. The time at which a name was entered on the register will not be considered in making promotions.
5. Two registers of eligibles shall be maintained, one to consist of white teachers and the other of colored teachers.
6. Promotions shall be made in the ratio of two colored to five white teachers.
7. If there is no name on one of the registers, the superintendent may direct that the highest on the other register be promoted.

21. CHANGE IN REQUIREMENTS FOR GRADUATION FROM HIGH SCHOOLS.

The following changes in the requirements for graduation from high schools were made by the superintendent, to be incorporated in the new circular on courses of study for high schools, to be revised and printed at an early date. The changes are as follows:

1. That only two years of a foreign language will be required for a diploma, and in special cases a pupil may elect a course of study leading to a diploma which shall not include a foreign language.
2. That the study of American history and civics shall be a prerequisite for a high-school diploma, and that all pupils other than seniors in 1921-22 must successfully complete this study before graduation.
3. That only one year of mathematics shall hereafter be required for graduation.
4. That a major may be taken in music or in drawing and crafts, provided that the major shall be pursued for not more than two years and that not more than one of these two majors shall be taken at a given time.

It is not the expectation that fewer pupils will take foreign languages as a result of the above change. It is contemplated that pupils who show no aptitude for such study will devote their time and efforts to the pursuit of other subjects.

22. ESTABLISHMENT OF STANDARD CLASSROOM UNITS.

In view of the number of classrooms now under construction and the probability of a more extensive building program in the near future, on June 13, 1921, the superintendent directed the attention of directors, supervisors, and school officers to the desirability of

preparing a memorandum of specifications for classrooms and for rooms for specialized activities. These specifications should indicate the general arrangement and facilities of a typical standard classroom unit for regular classes, for kindergarten, for cooking rooms, for sewing rooms, and for manual training rooms. When these various specifications shall have been worked out they will be transmitted to the municipal architect's office for his consideration in drafting the plans for new school buildings. It is contemplated that the school buildings of the District of Columbia shall exemplify the best in general arrangement and in educational provisions.

23. PREPARATION OF THE ESTIMATES.

One of the most important duties of school officers is the preparation, under the direction of the Board of Education, of the annual estimates on the basis of which appropriations are subsequently made. If the estimates prepared by the Board of Education are to represent the real needs of the school system, these estimates must be prepared after a careful consideration of those needs. In the preparation of those estimates, those in direct contact with the needs must be consulted.

Accordingly, the superintendent held a series of three hearings between the hours of 10 and 12 m. on June 27, 28, and 29. The two assistant superintendents were invited to sit with the superintendent of schools. The superintendent also invited members of the Board of Education to be present. Dr. Simon, president of the board, and Dr. Learned, vice president, were present during the three hearings.

At each hearing, in accordance with the prearranged schedule, each officer, supervisor, director, or principal who submitted requests for appropriations was invited to appear to explain and defend his requests.

This procedure not only tended to make the requests for appropriations conservative, but also gave each person appearing definite information with regard to his needs in relation to other needs in the system. This experiment was unusually successful and will undoubtedly be continued in future years.

SUMMARY.

This descriptive enumeration of some of the major administrative changes during the school year 1920-21 is suggestive rather than exhaustive. These changes indicate an attempt to establish certain practices for very definite purposes. These changes may be classified under the four purposes indicated.

1. CHANGES INTENDED TO RAISE THE QUALIFICATIONS OF TEACHERS, TO IMPROVE TEACHING, AND TO SECURE BETTER INSTRUCTION FOR THE PUPILS.

- 3.¹ Basis for withholding longevity pay.
7. Five-hour day for kindergartners and teachers in Grades I and II.
13. Age limit for appointment as teachers.
15. Duties of administrative principals.
17. Reintroduction of German.
21. Changes in requirements for graduation from high school.
5. Physical examination of all prospective teachers.

2. CHANGES INTENDED TO SECURE UNITY OF PURPOSE AND ACTION AMONG THOSE INTERESTED IN AND RESPONSIBLE FOR THE SCHOOL SYSTEM.

2. Appointment of committees of teachers on selection of textbooks.
4. Public hearings held by board on school budget.
10. Citizens conference with the Board of Education.
12. Appointment of committees of teachers on revision of courses of study.
22. Preparation of the estimates.

3. CHANGES INTENDED TO CLARIFY AND SYSTEMATIZE ADMINISTRATIVE PRACTICE AND PROCEDURE.

1. Age of pupils for enrollment in kindergarten and first grade.
11. Evaluation of outside educational service for purposes of retirement act.
14. Classification of repairs and alterations.
16. Establishment of a board of apportionment.
18. Establishment of tuition fees for nonresident summer-school pupils.
20. Allocation of class 6, group B, salaries.

4. CHANGES INTENDED TO IMPROVE OR TO ELIMINATE CONDITIONS WHICH MILITATE AGAINST EFFECTIVE MANAGEMENT OF THE SCHOOLS OR AGAINST SECURING EFFICIENT EDUCATIONAL RESULTS.

6. Teachers in special departments not to be permanently assigned to schools.
8. Study of schoolhouse accommodations.
9. Policy regarding collections of money in the schools.
19. New rules relating to fraternities and sororities and other high-school organizations.
22. Establishment of standard classroom units.

¹ Numbers refer to number of the topic in the text.

II. SCHOOLHOUSE ACCOMMODATIONS.

The present shortage of classrooms in both elementary and high schools represents an accumulation of failures from year to year to provide the additional classrooms necessary to take care of increases in enrollment and to provide the additional educational facilities necessary in a growing and progressive school system.

PRESENT SHORTAGE OF CLASSROOMS ACUTE.

As a result of this accumulation of classroom needs, the school authorities at this time find themselves unable to provide proper accommodations for large numbers of pupils enrolled in the public schools. Rented quarters, large classes, basement rooms, part-time classes, and the use of temporary portable schoolhouses are continuing impediments to reasonable educational progress.

The Board of Education carefully prepares and submits each year to the Commissioners of the District estimates on additional permanent schoolhouse construction. Each year only a comparatively small number of those items are submitted to Congress by the commissioners, because of the limitations of law placed on the commissioners as to the total amount of the budget which they may submit. The commissioners cut down the estimates of other departments of the municipal government as well as those of the Board of Education. As a direct result, the needs for additional school accommodations are annually piling up.

The accumulated needs of the past and the present needs arising from annual increases in enrollment are so great at this time that it may be seriously doubted whether the needs can ever be met in the regular appropriation budget. It is not the problem of the school authorities to recommend ways of meeting the financial needs of the school system. It is imperative, however, that the school authorities should have made it clear that the situation is growing yearly more acute. Immediate action to relieve the situation is necessary if irreparable educational damage is to be avoided.

LARGER APPROPRIATIONS EACH YEAR A NECESSITY.

At this time, when the dollar buys so little, approximately three times as much money will be required to satisfy the accumulated needs as would have been necessary at the time when those needs

were first brought to the attention of the commissioners and of Congress. We must now pay treble for our procrastination in erecting buildings. In addition to this large sums of money will be required to buy sites which should have been purchased before they were improved or when they were cheaper. The lessons to be learned from the present situation are that appropriations for sites should be made long before buildings are needed on them and that money for school buildings should be regularly provided from year to year in amount sufficient to keep schoolhouse construction at least up to the needs.

The present necessity is an annual appropriation for sites and buildings large enough to buy sites for prospective school buildings before they are improved on; to provide suitable seats in permanent schoolrooms for all public-school pupils; to reconstruct old buildings for more satisfactory and sanitary use; and to erect new buildings fast enough so that each year certain delapidated buildings may be entirely abandoned for school use. If efficient education is to be provided the number of classrooms must be materially increased, certain buildings must be entirely reconstructed, and certain others completely abandoned.

No one need accept the superintendent's assertion about the situation in the past or present. The conditions have been described by many investigations authorized by Congress. The situation in 1882 was described by a congressional commission. Again in 1908 the situation was analyzed by another congressional commission. Facts gathered by the superintendent and published in 1920 speak for the situation that year. The annual reports of the Board of Education and of the superintendent of schools over a period of 20 years—to go back no further—are replete with requests for relief and warnings about danger of congestion.

SITUATION IN 1882—REPORT OF A CONGRESSIONAL COMMISSION.

By a resolution of the House of Representatives, February 20, 1882, a commission was appointed "to inquire into, examine, and report * * * the character, condition, and fitness of all buildings owned or rented, now in use or process of erection, for the use of the public schools of the District of Columbia, * * *."

This commission consisted of John S. Billings, surgeon, United States Army; John Eaton, United States Commissioner of Education; and Edward Clark, architect, United States Capitol. Their report to the House of Representatives consists of a document of 14 pages, and is Miscellaneous Document No. 35 of the publications of the first session of the Forty-seventh Congress. This report shows that a serious shortage of schoolhouse accommodations existed at that time.

APPROPRIATIONS INSUFFICIENT.

The amount appropriated for the construction of new buildings in the District during the last three years has not been sufficient to do more than meet the demand for accommodation due to the annual increase of pupils during the same time. * * *

It is believed that this statement sufficiently accounts for the fact that there has been little or no diminution in the number of rented buildings, notwithstanding the number of new buildings which have been constructed.

RENTED BUILDINGS UNSATISFACTORY.

The report shows that there were at that time 398 schoolrooms in the District of Columbia; of these 289 were owned by the District and 109 were rented. Rented rooms represent over 27 per cent of the total schoolrooms.

Regarding the undesirable character of the rented buildings, the commission says:

Very few of the rented buildings have any special provision for ventilation. The great majority of them are heated by cast-iron stoves standing in the room, and have no special arrangements for either fresh air supply or the removal of foul air.

The report of Frederick H. Cobb, engineer of the Capitol Grounds, who made the inspection of the rented quarters for the commission, closes his report as follows:

In conclusion I would again call your attention to the following points as worthy of serious consideration:

- First. The general unsuitableness of the buildings (rented) for the purpose.
- Second. The unsystematic gradation of rents.
- Third. The almost total disregard to facilities for ventilation.
- Fourth. The utter neglect to provide for escape in case of fire.

FUNDS FOR REPAIRS INSUFFICIENT.

On the subject of repairs and upkeep of buildings the commission stated:

It is the opinion of the commission that the amounts heretofore allowed for repairs in the school buildings have been economically used but that they have been insufficient to meet the current wants.

GREAT DEMAND FOR ADDITIONAL BUILDINGS.

In its final summarized statement the commission says:

The commission has carefully considered the need for additional school accommodations. Looking at this side of the question only, it would appear that there is at the present time great demand for additional school buildings.

Taking all these things into consideration, it is the opinion of the commission that for the next three or four years at least the sum of \$100,000 per

annum should be expended in the construction of new buildings upon plans to be approved by a board of experts, as above suggested, and that, setting all other considerations aside, it will be much more economical to make this expenditure than to pay the rents of the structures which these new buildings would replace.

SUMMARY.

The situation in 1882, as seen by a congressional commission, was unsatisfactory because of insufficient appropriations with which to keep up with increased enrollment and to reduce the number of rented quarters. Rented quarters at that time represented over 27 per cent of the classrooms in use, were poorly ventilated, were not adapted to school use, and were costly in rentals. Funds for upkeep and repairs were insufficient. In general "there is great demand for additional school buildings."

A similar situation will be shown to exist in 1908 and in 1920.

SITUATION IN 1908—REPORT OF A CONGRESSIONAL COMMISSION.

The organic act creating the present school system, No. 254, approved June 20, 1906, provided for a commission to consist of the superintendent of schools, the Engineer Commissioner, and the Supervising Architect of the Treasury Department to prepare and submit a report on the possible consolidation of certain schools or the abandonment and sale of certain school buildings, and on the character, size, and location of future school buildings.

The commission inspected every school building in the District of Columbia, and also inspected from 1 to 12 buildings in 17 different cities of the country. Its report was submitted to Congress on February 25, 1908, document No. 338 of the Senate, first session, Sixtieth Congress.

The commission formulated 18 recommendations, some of which are of special interest because they relate to school buildings. They indicate the unsatisfactory condition of schoolhouses at that time, and also the need of larger appropriations for additional new buildings. Certain recommendations will be quoted and explanation and comment made thereon.

IMMEDIATE ABANDONMENT OF TEN BUILDINGS.

The commission recommended—

The immediate abandonment of the following school buildings: Potomac, McCormick, Thomson, John F. Cook, Threlkeld, High Street, Hillsdale, Bunker Hill, Garfield, and Johnson Annex.

The following tabulation shows the location of each building, the year erected, its present status, and the number of years elapsed before the recommendation was carried out:

Buildings recommended for immediate abandonment by the schoolhouse commission, Feb. 25, 1908.

Building.	Year erected.	Present status.	Number of years before recommendation was carried out.
Potomac School, Twelfth Street, between Maryland Avenue and E Street SW.	1870	Abandoned as a school building in 1912; now used as a storehouse.	4
McCormick School, Third between M and N Streets SE.	1870	Demolished in 1916-17 by act of Congress taking site into navy yard.	8
Thomson, Strong John, School, Twelfth and L Streets NW.	1877	Old brick structure demolished in 1911 when new building was erected (white).	3
Cook, John F., School, O near Fifth Street NW.	1868	Building still in use; accommodates 320 pupils (colored).	Over 13
Threlkeld School, Thirty-Sixth and Prospect Streets NW.	1868	Abandoned for regular grades in summer of 1919, since then used for children in atypical classes (white).	Over 13
High Street School, Wisconsin Avenue and Thirty-Third Street NW.	1853	Demolished in 1910; lot now used as the site of Wisconsin Avenue Manual Training School erected in 1912 (white).	2
Hillsdale School, Nichols Avenue SE.	1871	Abandoned in 1913; lot only (colored).	5
Bunker Hill School, Bunker Hill Road, between Fourteenth and Sixteenth Streets NE.	1883	Brick building; room still standing in rear of new building; not used (colored).	5
Garfield School, Alabama Avenue and Twenty-Fifth Street SE.	1887	Demolished in 1910; new building erected on site in 1910 (colored).	2
Johnson Annex School, Hiatt Place and Lamont Street NW.	1871	Demolished in 1916; lot now part of the site of the Johnson School erected in 1895 (white).	8

It is to be noted:

1. That the John F. Cook School is still in use, although erected in 1868 and recommended for immediate abandonment 13 years ago;
2. That the Threlkeld School was abandoned for regular grade work in 1919, but is still being used for atypical classes; and
3. That most of these buildings which have been abandoned were continued in use for a period of several years following this recommendation for immediate abandonment.

EARLY ABANDONMENT OF EIGHT OTHER BUILDINGS.

The commission recommended—

The early abandonment of the following schools: Webster, Abbot, Berret, Lincoln, Force, Adams, Bradley, and Jefferson.

The following is a tabulation showing the location of each school, the year erected, number of rooms, number of pupils enrolled November 1, 1920, and the present use.

Buildings recommended for early abandonment by the schoolhouse commission Feb. 25, 1908.

Building.	Year erected.	Number of rooms.	Number of pupils, Nov. 1, 1920.	Present use.
Webster School, Tenth and H Streets NW.	1884	12	403	Elementary school, white.
Abbot School, Fifth Street and New York Avenue NW.	1876	9	296	Do.
Berret School, Fourteenth and Q Streets NW.	1888	9	(1)	Offices of directors of drawing, kindergarten, attendance officers, and teacher of manual training and cooking, white.
Lincoln School, Second and C Streets SE.	1871	12	350	Elementary school, colored.
Force School, Massachusetts Avenue between Seventeenth and Eighteenth Streets NW.	1880	13	605	Elementary school, white.
Adams School, R Street between Seventeenth Street and New Hampshire Avenue NW.	1888	8	331	Do.
Bradley School, Thirteenth and one-half Street between C and D Streets SW.	1887	8	308	Do.
Jefferson School, Sixth and D Streets SW.	1872	20	920	Do.

¹ No resident pupils.

It should be noted :

1. That each of these buildings recommended for early abandonment is still, after a period of 13 years, being used to its full capacity as a school, except the Berret.

2. That the Berret is used for teaching domestic science, domestic art, and manual training to pupils sent there from other schools in the vicinity; it also contains the offices of the directors of drawing, kindergarten, and the attendance officers.

3. That no extensive alterations have been made to these buildings to make them any more serviceable for school purposes than they were when the commission recommended them for early abandonment.

The \$5,000,000 building program, developed last year by the Board of Education, did not contemplate the abandonment of a single one of these buildings which were recommended for abandonment 13 years ago. An adequate comprehensive policy of schoolhouse construction will provide for the complete abandonment of some of these buildings each year until the children now in them have been provided for in up-to-date modern schoolhouses. To replace these buildings at present prices, exclusive of sites, would cost over \$2,000,000.

ABANDONMENT OF CENTRAL AND EASTERN HIGH SCHOOLS.

The commission recommended :

The abandonment of Central and Eastern High Schools as high schools and their conversion into grammar schools, and the construction of new Eastern and Central High Schools.

It was 1916, or a period of eight years, before the new Central High School was completed and occupied.

It will be 1922 and 1923, or a period of 14 or 15 years, before the above recommendation will have been carried out for the Eastern High School.

The old Central High School building is now housing the Columbia Junior High School and several of the Americanization schools.

REPLACEMENT OF M STREET HIGH SCHOOL.

The commission recommended:

The conversion of the present colored high school (M Street) into an elementary school and construction of a new colored high school, with provision therein for commercial instruction.

Dunbar High School, which was erected to take the place of the old M Street High School, was completed and occupied in 1916, eight years following this recommendation.

The old M Street High School building is now being used to house the Shaw Junior High School.

NEW NORMAL SCHOOLS OR COLLEGES.

The commission recommended:

The construction of white and colored normal schools or colleges.

The Wilson Normal School for prospective white teachers was opened in February, 1913, five years after the above recommendation was made.

The Miner Normal School for prospective colored teachers was opened in September, 1914, six and a half years after the above recommendation was made.

Attention is called to the fact that "normal schools or colleges" are recommended. The superintendent desires to record here his intention of asking that these two institutions be converted into teachers' colleges in the near future.

MORE ASSEMBLY ROOMS AND GYMNASIUMS.

The commission recommended:

More liberal provision in new buildings for assembly rooms and gymnasium rooms.

Since 1908, when this recommendation was made, more than 30 elementary school buildings of varying sizes have been erected or enlarged. Of these buildings of 12 or more rooms, 10 have been provided with assembly halls and 5 have not. Many smaller buildings erected or enlarged during that period have no assembly halls.

Certain elementary school buildings with 12 or more rooms, which have been erected or enlarged since 1908, have been provided with assembly halls.

School.	Year erected or enlarged.	Number of rooms.	Remarks.
Bryan.....	1909-10	12	New building.
H. D. Cooke.....	1909-10	16	Do.
Garfield.....	1909-10	12	Do.
Mott.....	1909-10	16	Do.
Thompson.....	1910-11	12	Do.
Cleveland.....	1911-12	12	Do.
Birney.....	1913-14	14	Enlarged by 6 rooms.
Parkview.....	1915-16	16	New building.
Powell.....	1916-17	16	Enlarged by 8 rooms.
E. V. Brown.....	1919-20	16	Do.

However, certain other elementary buildings have been enlarged to 12 or more rooms since 1908 without providing assembly rooms.

School.	Year. enlarged.	Number of rooms.	Remarks.
Emery.....	1908-9	16	Enlarged by 4 rooms.
Gage.....	1908-9	12	Do.
Lovejoy.....	1910-11	12	Do.
Monroe.....	1910-11	12	Do.
Congress Heights.....	1913-14	12	Do.

No elementary schools in the District of Columbia are provided with gymnasiums.

Obviously there should be a consistent policy regarding assembly rooms and gymnasiums.

The superintendent believes every elementary school building with 16 or more classrooms should invariably include an assembly hall.

MORE PLAYGROUNDS AND ATHLETIC FIELDS.

The commission recommended:

More liberal provision for playground space and the establishment of athletic fields.

Although this commission recommended the establishment of athletic fields apart from the school yards where the pupils from several schools might carry on athletic work, no such athletic fields have been provided.

In describing the playground situation in 1908, the commission says:

In Washington, especially in the older schools, playground space is notably deficient. Instead of an eight-room school having 12,000 square feet of play space, not a few such have scarcely 1,000 square feet. It does not appear advisable for the commission to specify in connection with what particular

buildings there should be provision for additional playgrounds. About half of the buildings should have additional playground accommodations. The commission recommends an appropriation of \$200,000 in order to acquire for certain selected schools, as far as this amount may go, additional playgrounds, and that in future appropriation bills provision be made for the playground extensions to other schools, until every elementary school in the District of Columbia shall have a proper playground.

Many of our playgrounds surrounding school buildings are still inadequate. Some playgrounds are satisfactory, and some schools still have no playgrounds whatever.

The present provisions for utilization of school playgrounds are wholly inadequate. There is no provision for the supervision of the play of pupils on these grounds after school hours or during the summer months, when they should be utilized to the fullest extent. There should be a corps of qualified persons employed to supervise the play of children outside of school hours while the schools are in session and during vacation months.

Inadequate provision is also being made for the improvements to grounds already owned and for the upkeep of grounds already equipped.

INCREASED APPROPRIATIONS FOR SITES AND BUILDINGS.

The commission recommended:

Finally, the commission recommends a substantial increase in the size of the appropriations for sites and buildings for the next three to five years to make up for the present backward condition of our schools, due to insufficient appropriations for new buildings of recent years.

The following pages contain quotations indicating in general what the commission believed to be true of the situation regarding school-house construction in 1908.

After pointing out that the conditions in the District of Columbia make it inevitable that the expenses of conducting the public-school system are probably higher than in other communities of the same size, the commission said:

It is, however, certain that Washington has not been spending as much money in the construction of new buildings as have most other progressive cities of the country. The type of construction should be better than that used, and this can be said without criticism of the buildings erected in Washington recently, which, as a rule, are excellent solutions of the problem where appropriations are not sufficiently large to permit of fireproof construction.

After commenting on the reasons for increased cost of education in the District of Columbia, the commission states:

It is believed by the commission that in these 10 years (1898-1908) the District has fallen behind in the construction of new buildings to the extent of at least \$2,000,000, and that there exists now an immediate need for new construction to meet this defect, a need which should be remedied by as liberal appropriations as possible for the succeeding two or three years.

It is also believed that the growth of the District demands a yearly appropriation for new buildings and sites of about the size of the appropriation made for the fiscal year 1908, or, lacking the appropriation of a single definite amount to make up the deficit acquired by the partial neglect in the past, that the appropriation for the next few years should be considerably in excess of \$500,000 until the school needs are supplied.

The commission believes that an authorization in new school buildings and grounds for the fiscal year 1909 of about \$1,000,000 should be made, and that about the same sum should be appropriated for each of the three or four succeeding years, after which time a normal basis will be reached of about \$600,000 per year for new buildings and from \$100,000 to \$150,000 a year for repairs to buildings, to plumbing, and to heating and ventilating apparatus. These figures are based on an authorization or requirement of a better class of construction in the building. Most of the latest buildings in the District are not fireproof and are built at a cost of about 11½ cents per cubic foot. It is believed that the type of construction should be raised to a cost of about 17 cents per cubic foot, the cost decreasing for the larger buildings. This contemplates fireproof construction up to the ceiling of the top floor.

Below is a comparison between the amount of the appropriations for buildings and grounds recommended by the commissioners and the amount actually appropriated by Congress from 1909 to 1920:

Year.	Amount recommended by the commission.	Amount expended.	Appropriated in deficiency.
1909.....	\$1,000,000	\$406,000	None.
1910.....	1,000,000	628,000	None.
1911.....	1,000,000	573,500	\$40,000
1912.....	1,000,000	739,725	None.
1913.....	600,000	139,000	None.
1914.....	600,000	597,000	None.
1915.....	600,000	903,300	150,000
1916.....	600,000	766,000	9,500
1917.....	600,000	367,659	20,271.50
1918.....	600,000	738,500	15,000.00
1919.....	600,000	7,150	None.
1920.....	600,000	85,000	None.
	8,800,000	5,950,834	234,771.50

The above tabulation shows that appropriations have fallen approximately \$2,500,000 below the amount recommended by the commission. Moreover, the commission believed that schoolhouse construction in the District of Columbia during the 10 years preceding 1908 had fallen short at least \$2,000,000.

The cost of construction as indicated by the commission was about \$0.17 per cubic foot in 1908. In 1920 it is approximately \$0.50 per cubic foot, or three times as much as in 1908.

Since these are deficiencies in schoolhouse construction which must be made up under present costs, the total cost of bringing our school system up to date will be not the amount indicated above and the \$2,000,000 deficit up to 1908, but three times the sum of these, or approximately \$10,000,000.

SUMMARY.

Sufficient quotations have been made from the report of the commission to show that the situation in 1908 has not materially improved over the situation in 1882.

The situation in 1908, as reported by a congressional commission, was unsatisfactory. Recommendations of the commission clearly indicate this. They are the immediate abandonment of 10 buildings; the early abandonment of eight other buildings; the abandonment of Central, Eastern, and M Street High Schools; the construction of two new normal schools; more assembly rooms and gymnasiums; more playgrounds and athletic fields; and increased appropriations for sites and buildings.

The outstanding fact is that the provisions for additional school-house accommodations have not been sufficient to meet the demands made upon the school system by increased enrollment. This being the case, there is no opportunity for the complete abandonment of out-of-date or run-down buildings or for desirable reorganization of the school system in the educational interests of the children by means of consolidation of schools and better accommodations for children throughout the District of Columbia.

SITUATION IN 1920—SPECIAL REPORT OF THE SUPERINTENDENT OF SCHOOLS.

In November, 1920, the superintendent of schools made an extensive study of the utilization of present school accommodations and the ways and means now being utilized to care for an ever-increasing enrollment. A summary of the findings of that study are here presented:

ELEMENTARY SCHOOLS.

183 ADDITIONAL CLASSROOMS NEED NOVEMBER 1, 1920.

The study made by the superintendent of schools shows the need of 183 additional classrooms to accommodate the pupils in the public schools of the District of Columbia on November 1, 1920, as follows:

	Classrooms.
To eliminate the use of portable schoolhouses.....	73
To eliminate the use of rented quarters and undesirable rooms.....	35
To reduce oversize classes to classes of 40 pupils.....	57
To eliminate part-time classes.....	18
Total additional rooms needed.....	183

In the following pages the basis of each stated need is summarized.

73 PORTABLE SCHOOLHOUSES IN USE.

The 73 portable schoolhouses for elementary-school pupils and the 5 for high-school pupils are located as follows:

Building sites upon which located.	Number of portables.	Building sites upon which located.	Number of portables.
Armstrong Manual-Training High.....	5	Lovejoy.....	1
Blair.....	2	Madison.....	1
Brown, E. V.....	1	Maury.....	2
Brookland.....	1	Military Road.....	1
Bryan.....	1	Mott.....	2
Buchanan.....	3	Monroe School.....	1
Burrville.....	4	Monroe and Eighteenth Street NE.....	6
Bruce.....	2	Park View.....	3
Cooke, Henry D.....	2	Petworth.....	5
Cook, John F.....	1	Powell.....	2
Deanwood.....	5	Smallwood.....	1
Eaton.....	4	Syphax.....	2
Force.....	1	Takoma.....	3
Gage.....	3	Tenley.....	1
Garrison.....	1	West.....	4
Garnet.....	1	Wheatley.....	4
Johnson.....	1		
Lenox.....	1	Total.....	78

Estimated at 40 pupils per room, over 3,100 pupils are accommodated in these 78 portable schoolhouses. To abandon their use will require 78 additional permanent classrooms.

40 RENTED QUARTERS AND UNDESIRABLE ROOMS BEING USED.

The accommodations rented for school purposes for which \$16,500 is paid annually are as follows:

Berean Baptist Church, Eleventh and V Streets NW.

737, 739, 741 Eleventh Street NE.

25 Fifth Street SE.

2014 Franklin Street NE.

1340 G Street NE.

212 H Street NW.

466½ Huntoon Place SW.

1201 K Street NE.

1606 M Street NW.

646 Massachusetts Avenue NE.

Northeast Industrial School, Eighth and I Streets NE.

129 Schott Alley NE.

837 Shepherd Street NW.

810 Sixth Street SW.

Takoma Parish Hall, Takoma, D. C.

Thirty-ninth and Windom Streets NW.

730 Twenty-fourth Street NW.

Wallace Memorial United Presbyterian Church, Randolph Street and New Hampshire Avenue NW.

1600 Eckington Place NE., storehouse for the public schools; lots 53 to 61, inclusive, adjacent to the Buchanan School.

The undesirable rooms in permanent buildings used for class work are located as follows:

First division:

John Eaton School.....2 office rooms.

Tenley School.....2 in annex (old church).

Third division:

Brightwood Park School.1 basement room.

Park View School-----2 playrooms, 1 library, 1 auditorium.

Fifth division:

Gage School-----1 desirable room used for class work.

Sixth division:

Webb School-----1 playroom used for manual training, 1 class transferred to Blow School for lack of room.

Eighth division:

Smallwood-Bowen-----1 playroom used for printing.

Eleventh division:

John F. Cook School---1 unfit for use.

Mott School-----1 supply room, 1 assembly hall, 1 boys' playroom.

Thirteenth division:

Lovejoy School-----1 basement room.

Cardozo School-----3 basement rooms.

To eliminate the use of rented quarters and these undesirable would require at least 35 additional classrooms.

444 CLASSES WITH OVER 40 PUPILS PER TEACHER.

Classes with over 40 pupils on November 1, 1920, are indicated below:

Division.	Classes from 41 to 45.	Classes from 46 to 50.	Classes over 50.	Total.
First.....	15	8	1	24
Third.....	44	28	2	74
Fifth.....	31	15	2	48
Sixth.....	13	3	0	16
Seventh.....	27	13	0	40
Eighth.....	22	11	0	33
Ninth.....	20	26	2	48
Tenth.....	28	10	10	48
Eleventh.....	39	26	0	65
Twelfth.....	5	3	0	8
Thirteenth.....	25	13	2	40
Total.....	269	156	19	444

To reduce these classes to 40 pupils each would require at least 57 additional classrooms.

HIGH SCHOOLS.

While no building program for the relief of congestion in high schools was presented, nevertheless record was made in the "special report," of the crowded conditions in high schools. The following statement is a brief summary:

TWO SESSIONS AT BUSINESS HIGH.

This school was erected in 1905 and has a normal capacity of 900. The October enrollment was 1,208 pupils, about 300 in excess of those for whom pro-

vision was made. This excess is taken care of by an afternoon session and by the unusual use of laboratories and typewriting rooms as section rooms and classrooms.

FIVE HUNDRED PUPILS IN EXCESS OF CAPACITY AT CENTRAL.

The capacity of the school is theoretically 2,500 and is comfortably filled with 2,300 pupils. The whole enrollment in October was 2,837. Unsuitable rooms in the building are used for both section and recitation rooms. The present enrollment is overtaxing the facilities. .

DOUBLE SHIFT AT EASTERN.

This building was constructed to meet the school needs of East Washington 29 years ago. This present building has only 10 regular classrooms, which will accommodate 350 pupils. The October enrollment of this school was 661. The school has been organized on a two-shift basis, with over two-thirds of the pupils reporting from 8.15 a. m. to 12.30 p. m., and one-third from 12.45 to 5 p. m. As in other high schools, the physics and chemical laboratories and drawing rooms are used as recitation rooms.

McKINLEY'S PUPILS INSTRUCTED AT OLD CENTRAL.

The normal capacity of this building is about 1,100. The October enrollment was 1,298. Of this number, 140 have been provided for in recitation rooms at the old Central High School, on O Street between Sixth and Seventh Streets NW. The approximate enrollment for the second semester, beginning February 2, will be at least 1,350, this forcing the school to adopt a two-shift plan of instruction.

DOUBLE SHIFT AT WESTERN.

This school at present is not compelled to use any rooms unsuited to classroom work. The capacity is 650 and the October enrollment was 760 pupils. The excess is taken care of by providing instruction for a group of about 150 pupils from 1 to 4.15 p. m., and another group of 50 pupils from 10 a. m. to 2.30 p. m.

FIVE PORTABLES AT ARMSTRONG.

This school was erected in 1902 to accommodate 300 pupils. In addition to the main building, five portable buildings are being used to help take care of its October enrollment of 638 pupils.

200 PUPILS IN EXCESS OF CAPACITY AT DUNBAR.

This building was erected in October, 1916, and was erected that year for the accommodation of 1,200 pupils. The enrollment in October was 1,402. In order to provide for the pupils sub-basement rooms and science lecture rooms are used as classrooms.

IMPROVEMENTS NEEDED AT JUNIOR HIGH SCHOOL (WHITE).

This school is housed in the old Central High School building on O Street, between Sixth and Seventh Streets NW., which was erected in 1883. This building also houses a part of the pupils from the McKinley Manual Training School. Many improvements are needed to refit it for satisfactory school use. The October enrollment of this school was 447, of which 137 were high-school

pupils. This school thus relieves the high schools of caring for 137 pupils more than they are now caring for.

JUNIOR HIGH SCHOOL (COLORED).

The old M Street High School building erected in 1890 houses the enrollment of 291 pupils of this school. Many improvements are needed to put this building in modern condition.

SUMMARY.

From the above study it is clear that appropriations made by Congress during the preceding years have been strikingly inadequate to provide for housing needs of the school system.

In 1882 and in 1908 there were part-time classes; there are now 27 part-time classes in the elementary schools of the District of Columbia. In 1882 and in 1908 there were a large number of rented rooms; in November, 1920, there were 20 rented quarters in addition to about as many more undesirable basement and office rooms which were being used for classroom purposes. In 1882 the estimates for the elementary schools were based on the enrollment of 55 per class; in 1920 there were 454 classes with an enrollment of more than 40 pupils each, a standard which is generally recognized as being the maximum for adequate instruction in elementary schools. In addition, 78 portable schoolhouses are in use in 1920.

High schools are likewise staggering under unreasonable loads in 1920. More than half of the high schools are on a two-shift program with all the curtailing of educational opportunities for pupils that such organization implies. The other high schools are enrolling pupils in excess of the number they can suitably accommodate.

STATEMENTS OF THE BOARD OF EDUCATION AND OF THE SUPERINTENDENT OF SCHOOLS FROM 1900 TO 1920.

In the preceding pages conditions in the schools in 1882 and in 1908, as seen by congressional commissions, have been reviewed. Conditions in 1920, as found by the superintendent of schools, have likewise been briefly described. The conditions thus summarized are clearly serious. Under the circumstances one may legitimately ask what the school authorities have been saying and doing to remedy such conditions.

To answer this question, quotations from the published reports of the Board of Education are here presented. Time does not permit nor the circumstances require going back more than 20 years. The quotations here presented show that for a period of 20 years, at least, the school authorities have regularly urged more buildings; have warned against the evils of overcrowding; and have pleaded for the funds necessary to bring the desired school improvements.

The present condition, with 78 portable schoolhouses, with 444 oversized classes in the elementary schools, with double shifts in most of the high schools, with 40 rented rooms or undesirable owned rooms, with 28 classes above Grade II on part time, and with many permanent buildings now in use which should have been long ago abandoned, shows how inadequately the school system has been provided for during the past 20 years.

These quotations were selected for the superintendent by Maj. R. O. Wilmarth, office of finance and accounts:

1900-1901.

The superintendent of schools stated: "Congress has for the past two years made generous provision for new schoolhouses. If this liberal policy is continued, the half-day schools will soon disappear."

Nevertheless the superintendent also called attention to the marked expansion in the rapidly growing suburbs and advocated enlarged school facilities for Takoma, Kenilworth, Twining City, Langdon, Congress Heights, and Brookland. It also advocated the construction of a suitable building for the Business High School.

1901-2.

The committee on buildings, repairs, and sanitation of the Board of Education reported that "the growth of school work requires a 4-room manual-training school on ground adjoining the Jefferson School; new 8-room building on present site of McCormick School; 2-room addition to Ivy City School; new 8-room building in second division west of Eckington; new 8-room building in sixth division to relieve the Taylor School; 4-room addition to Chevy Chase and Takoma Park Schools; extension of McKinley Manual Training School and purchase of ground to the south; purchase of ground east of the Armstrong Manual Training School and erection thereon of an assembly hall and room for cooking school; additional ground adjoining the Brent School; new 4-room addition to the Johnson School."

The superintendent of schools in the same report also advocated the acquiring of a site to be used as the future home of the normal school.

1902-3.

The Board of Education reported that "the advisability of purchasing extensive grounds for the normal-school building on the higher levels of the city, where it is still cheap, is too apparent to need argument."

The superintendent of schools in the same report stated that "additional accommodations for the graded schools are needed in Georgetown, where an 8-room building should be erected near the Curtis, in the extreme northeastern section beyond Fifteenth Street east, at Chevy Chase, at Benning, at Anacostia, at Tenley, and to relieve the Columbia Heights and Mount Pleasant Schools. * * * Another pressing need is that for an extension of the McKinley Manual Training School. * * * A similar need exists for additional classrooms in the Armstrong Manual Training School. * * * I again urge the importance of making provision for a permanent and adequate home for the Washington Normal School."

1903-4.

The Board of Education reported that "the necessity of several new school buildings in the rapidly growing suburbs of Petworth, Brightwood Park, Chevy

Chase, and Tenleytown is very plain to the board and has been provided for in its estimates in recognition of the strong reasons submitted by several citizens' associations and as the result of its own observation. The board regrets that these estimates have not been allowed to go forward to Congress. * * * Next to securing a sufficient number of school buildings is the question of making them safe. Quite a number still retain the old style of wooden stairways. The board has heretofore called attention to thus imperiling the lives of children and earnestly repeats its warnings. * * * Additional land for playgrounds is needed about a number of the schools where children now use the streets. This is demanded as a matter of safety, as a relief to adjoining residences, and in order that the children may enjoy needed exercise. * * * The board has renewed its recommendation for the purchase of a square of land for the site of a normal school. This should be located in the northern suburbs and be of sufficient extent to allow of the erection of other school buildings as well as of a normal school. This purchase, if consummated while large tracts of land can be had at a very reasonable price, will, in the opinion of the board, result in great future saving to the District, since a new normal school will soon be a matter of necessity. One of the most pressing needs of the school system is the extension of the McKinley Manual Training School. It has been crowded beyond capacity since its first year and at present can not accommodate nearly all who desire to enter."

The superintendent of schools in the same report stated that "with the Business High School out of the way, the next serious problem of school accommodation lies in the relief of the conditions which exist in the McKinley Manual Training School. * * * Another important item which should not be permitted to escape the notice of those who frame the appropriations is the purchase of ground east and adjoining the Armstrong Manual Training School for the future use of that school. In my previous reports I have laid before the Board of Education the importance of securing a large lot of ground on which to erect a building for Washington Normal School No. 1. When secured this school should be followed by a similar provision for Normal School No. 2. * * * Better accommodations for graded schools are urgently needed in Georgetown to relieve the congestion in the Curtis and other buildings; at Petworth, where an addition to the present four-room building should be erected; at Brightwood Park, where pupils are obliged to go to the Brightwood School, already crowded; at Anacostia, where the Van Buren and its annex have reached the limit of their capacity; at Tenleytown and Chevy Chase, whose present congestion might be relieved by the erection of a four-room building on the site of the abandoned Grant Road School—a point well located to easily take up the surplus from both the Tenleytown and Chevy Chase; at Benning, where the need has existed for several years; at Langdon, where the enrollment has already outgrown the capacity of the new four-room building; and, finally, in that center of that dense school population in South Washington lying between the Randall and Bell Schools.

1904-5.

The Board of Education reported that "we have called attention to the necessity of purchasing ground for normal schools. The absolute need of these is apparent to all, and we fear that should the purchase be much longer deferred the prices of land in desirable localities will be greatly increased and the school funds will suffer proportionately."

The superintendent of schools, in the same report, stated: "The crowded condition of the classrooms at the McKinley Manual Training School, which still necessitates the use of two schoolrooms in the Henry School and two in the

Central High School, makes it imperative that an extension of this building, contemplated in the original plans, should be built at the earliest possible day. This is our most pressing need. After this comes the absolute necessity of replacing the old McCormick School, and the demands of the suburban communities, such as Brightwood Park, Petworth, Benning, Anacostia, Deanwood, and the territory lying between Chevy Chase and Tenleytown. The extension of Sixteenth Street will make it necessary to provide school accommodations west of Fourteenth Street, as the Johnson School is already crowded. After that, steps should be taken to replace such buildings as the Mott, Abbot, Garfield, and the High Street building in Georgetown with modern schoolhouses and to provide a number of small four-room buildings in which to house our cooking, sewing, and manual-training schols now scattered about in rented quarters. * * * I renew my recommendation for the purchase of ground east and adjoining the Armstrong Manual Training School to make it possible to extend that building when the need shall come for such extension. The problem of providing a suitable home for the Washington Normal School No. 1 grows more serious every year. It has been found necessary, in order to supply our local demands for trained teachers, to increase the membership of th's school. * * * It becomes more important each year to secure a site for a permanent home for this school, as has heretofore been recommended, with ground enough for normal school building, such practice schools as are needed, and ground for school gardens."

1905-6.

The superintendent of schools reported that "Congress has made appropriations for replacing the old McCormick School and constructing new buildings at Brightwood Park, Anacostia, and Deanwood. It has also complied with the request of the board for the purchase of a tract of land on Columbia Heights for the site of a future normal school. In view of the inconvenience to which the pupils and teachers of the normal school are subjected and the prospective increase in the number of pupils, together with the necessity for adequate quarters for the kindergarten department, the purchase of this tract of land should be promptly followed by the construction of a suitable building. The efforts of the board to get rid of the half-day schools, especially in grades above the second, which have been only partially successful, are now being supplemented by a law of Congress. The first section of the new school law enacted June 20, 1906, explicitly forbids half-day session above the second grade. * * * This provision * * * emphasizes the necessity for a number of new school buildings. The Morgan School, lying on the edge of Washington Heights, and practically the only school convenient thereto, is crowded to the doors, and immediate relief should be given to both these schools and the group of schools on Columbia Heights by the erection of a large building on or near Sixteenth Street extended. The Mott, Abbot, Garfield, and the High Street School in Georgetown, all of which are unsuited for further school use, should be replaced by modern buildings. The territory east of the Wallach School and north of Buchanan, being that part of Capitol Hill south of Lincoln Park and rapidly building up, should be provided in the near future with an additional schoolhouse. * * * The ground east of and adjoining the Armstrong Manual Training School, which presents at this time the opportunity for extending that building, should be purchased without further delay. There is a demand on the part of the citizens living on Grant Road for the construction of a schoolhouse on the site formerly occupied by a colored school just west of Connecticut Avenue. * * * A normal-school building for colored pupils should also be provided. * * * The rapid growth of

Bloomington has already taxed the capacity of the Gage School to its utmost, and as this is one of the buildings originally planned for extension a four-room addition should be built at an early date. Many of our manual-training, cooking, and sewing schools are located in rented quarters. Both for reason of economy and good administration, buildings should be constructed at convenient points to take the place of the rented quarters, or by annexes to existing buildings, they should be made a part of the school buildings in the respective neighborhood."

1906-7.

There is no report of the superintendent of schools.

An interesting recommendation appears in the report of Mr. James Bronson Reynolds to the President of the United States on the public-school system of the District of Columbia, which is published in the annual report, and in which he urges "a large increase in school accommodations, an increase rendered imperative by the passage of the compulsory education law."

1907-8.

The Board of Education reported that it "has continued its insistence in securing the best school buildings possible, its policy being better and safer buildings, suitably furnished, improvement in sanitation and in the repairs made, more spacious grounds and more play space for children, and to this end has asked for liberal appropriations, estimating for new buildings necessary to replace old and unsafe structures to keep pace with the city's growing population."

1908-9.

The Board of Education reported that "through the year the board has continued its insistant advocacy of more and better school buildings of modern construction and to provide for suitable play spaces."

1909-10.

No statements were made in this report concerning schoolhouse accommodations.

1910-11.

The superintendent of schools reported that almost one-half of the estimates for the public school system were "for school buildings and grounds made necessary by the neglect of the past and the natural increased enrollment. The board has never claimed that all this money is called for on account of increase in school attendance. On the contrary, it is chiefly for betterments demanded on account of past neglect and to carry out the recommendations of the school-house commission appointed by Congress in 1906 to get rid of 124 half-day schools above the first grade, to replace 18 portable schoolhouses with modern schools, and to make it possible to give us 96 rooms in rented properties, which are unsanitary and unfit for school purposes, that money is asked.

"It will take \$500,000 to erect buildings enough to accommodate 126 half-day schools, which should be whole-day schools.

"It will take \$600,000 for buildings to take the place of 96 rented rooms, none of which are suitable for school purposes.

"It will take \$150,000 for buildings to take the place of 18 frame portable schools now in use.

"It will take \$200,000 for schoolhouses to keep pace with the natural annual increase, particularly in the suburban schools.

"Since 1895 three different Boards of Education have asked in their estimates for buildings and grounds \$10,423,915.15, and have received \$5,044,615.15. We have therefore fallen behind in 16 years \$5,379,300.

"These estimates have not been merely the recommendations of this and former Boards of Education, but, without exception, have received the hearty approval of previous boards of commissioners, composed of representative citizens of the District, thoroughly familiar with the history and the needs of the schools."

1911-12.

No annual report.

1912-13.

No annual report.

1913-14.

The superintendent of schools stated: "In my judgment, additional accommodations will be absolutely necessary at a comparatively early date at the Powell School and possibly at the Petworth and Takoma."

1914-15.

The superintendent of schools reported that "there are certain pressing needs for grade-school accommodations which I trust will be met in the next year or so.

1915-16.

The superintendent of schools reported that the existing projects in school-house construction "would help materially in the solution of the difficult problems of school accommodation."

1916-17.

The superintendent of schools reported that the normal capacity of the new Central High School, which was just opened, would be reached within a year or so; that when the Park View School was opened "it was filled immediately to its capacity, and but for an early addition to the Petworth School it would be necessary to urge an immediate addition."

1917-18.

The superintendent of schools reported that "building projects were practically stopped owing to the fact that the marked increase in the costs of materials and labor have made it impossible to place contracts for the construction coming either within the original appropriation or the original and supplementary appropriations thus far granted" and that "it is probable that for the present the special needs in the way of buildings will be largely met by portable schools."

1918-19.

The superintendent of schools reported that "one of the most vital checks to the efficiency of the schools is that of the lack of proper school accommodations. Our high schools are becoming crowded and to some extent overcrowded. Many of the classes in them are too large for most efficient teaching. In the grades last year there were 310 classes being conducted two in a room. While the large majority of these involved were first and second grade, there were a

considerable number of cases where classes above the second grade had to be placed on half time in so far as general instruction was concerned. There were also many cases of kindergartens and first grades occupying the same rooms. In addition, grade classes have become exceeding large. A summary taken during the last school year shows that at this time 486 classes with an enrollment of over 40; 270 classes of this number had an enrollment of over 45 and 117 had an enrollment of over 48. Probably 40 per cent of all classes were overlarge for the most efficient teaching. * * * I believe that we should return at the earliest possible moment to the construction of the necessary permanent buildings. Especially should we seek to secure funds without delay for the buildings which have already been authorized by Congress and for which appropriations have already been made in part. There are clear signs of a large permanent increase in the population of the community and in the neighboring suburbs to it. We are likely to be very seriously embarrassed as it is before permanent construction is secured. Every day's delay, therefore, is a serious matter."

1919-20.

The superintendent of schools reported that "one of the fundamental problems now facing the District of Columbia school system is that of providing proper school accommodation. We are facing not only a serious shortage of actual accommodation, resulting in overcrowding, overlarge classes, and consequent decrease of educational efficiency, but we are also facing a situation created by the type of older buildings in use which is not helpful to educational progress. * * * During the past year, however, Congress has authorized sufficient additional appropriation to permit the construction of the seriously needed school buildings which were partially provided for by inadequate appropriations of several years ago. These include additional appropriations and higher cost limitations for the Eastern High School, the Petworth School, Deanwood School, Burrville School, the Woodburn School, the Phelps School, and the Takoma School. Appropriation is also made for an eight-room addition to the West School, at which point the most serious crowding in the city is likely to be experienced within a year. * * * The early construction of these buildings will help materially in meeting the accommodation situation, although they represent by no means all the centers of need. When they are completed, owing to the very serious crowding and the steadily increasing population, we shall find ourselves relatively little better off. There must be a still greater extension of buildings. * * * The overcrowding in the school system is due to three factors: The first is from the marked increase in the population of the city, amounting to more than 30 per cent within the last fiscal year. * * * The second factor in the school accommodation situation is that of the marked increase in high-school enrollment. * * * The third factor seriously affecting the accommodation situation and concerning the grade schools is that of the shifting of the population. * * * Some of the most serious building problems are those which concern the suburbs and the northwest section in the neighborhood of Mount Pleasant and Columbia Heights. The buildings authorized for these sections will be more than filled by the time they are ready for occupancy. The West School could use 16 rooms effectively in place of the 8 provided. The school in the neighborhood of Spring Road, which has long been asked for, is very seriously needed.

There is no provision at all for the heavy growth in population in the neighborhood of the Powell, Johnson, and H. D. Cooke Schools. The Eaton School is seriously crowded now and is facing a growing situation in Cleveland Park. The Woodley Road region, between Cleveland Park and the Con-

necticut Avenue Bridge, deserves very serious consideration for a new building. The Tenley School is also filling rapidly. The Wheatley School is at a point of very serious need. There are other scattering points, such as the Buchanan, where relief in the form of an addition would materially help the situation seriously affecting several school centers. Most of the buildings in the seventh division are reaching a point of heavy crowding, which can only be relieved by new buildings or additions to existing buildings. In the colored schools, owing to the fact that the colored population, as shown by the statistics, has been very stationary for a number of years, the points of serious crowding are not so numerous. There is some need here for reconstruction of the existing buildings, a real opportunity existing for the development of splendid school plants at Burrville and Deanwood. The additions authorized by Congress are not sufficient to meet the rapidly growing population in these two colored communities. The Mott School represents another center of growth and crowding. An addition to the Lovejoy and a new building to take the place of the structure at Benning would also help materially the colored situation. * * * The new Eastern High School will accommodate 1,500 pupils when completed, but will probably be filled the day it is opened. The relief it affords to existing schools will be slight, although if organized as a composite school it will draw slightly from the Business High School and the McKinley High School. The McKinley High School, however, is seriously crowded at the present time and the Business is comfortably filled. Additions were needed here. Another high school must be provided, and probably should be placed north of Florida Avenue to help take care of the great suburbs in northeast and northwest. * * * In addition to the demand for high-school accommodations for the white pupils it must be borne in mind that the Armstrong Manual Training School for colored pupils is overcrowded seriously and that the Dunbar High School is already approaching a point of comfortable capacity. This means that an additional high school for colored pupils must be provided within a given time. * * * We must further consider that certain of these buildings are very old and are in exceedingly poor shape, and should be either abandoned or reconstructed on that account. Certain buildings recommended for abandonment by the schoolhouse commission in 1906 are still in use. Buildings like the Conduit Road, Reservoir, Fort Slocum, Lincoln, and J. F. Cook are types of buildings which should be considered in this light. * * * Efficiency in public-school work requires proper building accommodations. It ought not be necessary to have overcrowding before steps are taken to relieve it. The buildings ought to be ready to absorb the overflow as it occurs. With serious overcrowding, due to the rapid growth of the city and due to the long period in which building was suspended, most cities are now at work on exceedingly heavy building programs. Cities of the size of Washington are expending several times the amount that Washington is spending in an effort to meet the general situation which has arisen.

PROVISIONS MADE FOR ADDITIONAL SCHOOL ACCOMMODATIONS DURING 1920-21.

In the following pages will be found statements of the provisions which were made or were completed during the school year 1920-21 to provide additional schoolhouse accommodations.

CLASSROOMS UNDER CONSTRUCTION IN 1920-21.

During the school year ending June 30, 1921, 44 additional classrooms were under construction, as follows:

School.	Division.	Number of additional rooms.	Total number of rooms.
Burroughs.....	Fifth.....	8	8
Burrville.....	Eleventh.....	8	12
Deanwood.....	...do.....	4	8
Petworth.....	Third.....	8	16
Takoma.....	...do.....	8	16
West.....	...do.....	8	16

The four rooms at the Deanwood School were occupied in the middle of the school year. It is expected that the other 40 rooms will be ready for occupancy by the opening of school on September 19, or shortly thereafter.

By the above construction the Burrville School becomes a 12-room building, which will have to be added to at an early date, making it a 16-room building. The Deanwood School becomes an eight-room building, with four additional rooms already appropriated for. The Petworth, Takoma, and West Schools become 16-room buildings. The Burroughs is an eight-room extensible building. In each of these six cases the construction of classrooms has been so planned that an auditorium or an assembly hall may be added. To date no appropriations have been made for any of these auditoriums.

NO ASSEMBLY HALLS NOW BEING BUILT.

Attention is called to the fact that the same piecemeal policy of the preceding decade is here being followed. These assembly halls should have been built at the same time that the classrooms were constructed. It costs more to build two parts of a building at different times and under separate contracts. It may be seriously doubted whether or not decline in prices of construction in the near future will be sufficient to offset the increased cost of these auditoriums under separate contracts.

These auditoriums should be appropriated for at the earliest possible opportunity. Moreover, Congress should at once adopt the policy of appropriating for assembly halls and gymnasiums for every elementary-school building that is completed with 16 classrooms or more, or that is completed with 12 classrooms with the probability of adding 4 or more classrooms at an early date. Such a policy regarding assembly halls was followed in some measure from 1908 to the outbreak of the war. Such a policy should be re-established at once.

CLASSROOMS APPROPRIATED FOR IN THE APPROPRIATIONS ACT OF 1922.

The following 20 additional classrooms were appropriated for under the regular appropriations act signed February 22, 1921, or appropriated for previously:

School.	Division.	Number of additional rooms.	Total number of rooms.
Deanwood.....	Eleventh.....	4	12
H. D. Cooke.....	Third.....	4	20
Wheatley.....	Sixth.....	12	20

The Deanwood addition was appropriated for in the preceding appropriation act but could not be erected because the site was not sufficient to make suitable provision later for an assembly hall. That construction can now go forward because an appropriation for land has been made. The four-room addition to the H. D. Cooke School should be ready some time before February 1, 1922; the Wheatley building should be ready by September, 1922. Although appropriations have been made in preceding years for the Wheatley School, new plans have to be prepared since the former plans were for eight rooms only.

PURCHASE OF LAND IN APPROPRIATIONS ACT OF 1922.

Two parcels of land were appropriated for in the regular appropriation act of 1922. Land adjoining the Dunbar is to be purchased for \$35,000, to provide for the erection of a stadium when enough land shall have been acquired; \$30,000 was also appropriated for additional land adjoining the Mott School, on which an addition to the present building will shortly be located.

APPROPRIATIONS IN THE "SECOND DEFICIENCY ACT, 1921."

From the evidence gathered by the superintendent of schools in November, 1920, it was evident that the housing conditions in the schools of the District of Columbia demanded immediate attention. The buildings under construction would bring only slight relief. Indeed, they would scarcely provide for the increased enrollment of the current year. This meant the continuance of unsatisfactory conditions for several years unless relief could be secured outside of the regular appropriations bill. Appropriate steps were taken to secure relief through the deficiency act.

Accordingly, at the request of the Board of Education, the Commissioners of the District submitted to Congress supplemental estimates to cover the cost of urgently needed school sites and buildings. These estimates were included by Congress in the "second deficiency act" approved June 16, 1921, under an "emergency" item. These estimates are classified and explained in the following pages.

CLASSROOMS FOR ELEMENTARY SCHOOLS.

Thirty-six additional classrooms for elementary schools were provided in the "second deficiency act."

School.	Division.	Number of additional rooms.	Total number of rooms.
Buchanan.....	Ninth.....	8	16
John Eaton.....	First.....	8	16
Monroe.....	Third.....	4	16
Mott.....	Eleventh.....	8	24
Vicinity of Lincoln Park.....	Seventh.....	8	8
Total.....		36	80

In submitting the estimates for the above buildings as emergency items, it was urged that if appropriations were made in the deficiency act and the money were made immediately available plans could be developed for these additional accommodations at once and these buildings could be made ready for occupancy by September, 1922. If appropriations were delayed until the next regular appropriations act was passed in the winter of 1922, these buildings would be delayed at least a year more.

REPLACEMENTS AND IMPROVEMENTS.

Some replacements and improvements were provided for. A new building was appropriated for to replace the present Smothers building which is unfit for school use. A new site was also appropriated for.

Appropriations were also made for a new site and a new building for the ultimate replacement of the Bell School, which the engineer commissioner reported should be transferred from its present location over an old creek.

Provision was also made for a new building to replace the Hamilton School now used for tubercular white children. An appropriation was also made for remodeling the Harrison School building now used for tubercular colored children. These replacements and improvements are tabulated below:

School.	Division.	Rooms.
Bell, replacement.....	Twelfth.....	4
Smothers, replacement.....	Thirteenth.....	8
Hamilton, replacement.....	Special.....	4
Harrison, remodeling.....	do.....	

It should be noted that these replacements do not provide any additional classrooms. They are, however, appropriations to satisfy imperative needs.

JUNIOR HIGH SCHOOLS.

Two junior high schools were appropriated for in this bill, each of which will be a 24-room building.

Buildings of this size can scarcely be planned and erected in less than two years. These buildings, therefore, will not bring any relief to congestion in elementary schools or in high schools until the school year 1923-24.

School.	Di vision.	Number of rooms.
Eckington Junior High.....	Fifth.....	24
Iowa Avenue Junior High.....	Third.....	24

SITES FOR EARLY USE.

Five sites were appropriated for in the bill on which new buildings and additions to present buildings should be located at an early date. The sites are as follows:

School.	Division.	Location of site.
Armstrong Manual Training School.....	.....	Land adjoining school.
Ingleside Section.....	Third.....	New site.
Lovejoy.....	Thirteenth.....	Land adjoining school.
Phillips.....	Tenth.....	Do.
Woodley Park.....	Third.....	New site.

ADDITIONS TO SCHOOL PLAYGROUNDS.

In addition to appropriations for the purchase of land for school sites, appropriations were also made for the purchase of additional land adjoining school yards which need to be expanded or on which additions to buildings may be possible in some instances to be later erected. These are as follows:

School.	Division.
Hayes.....	Sixth.
Emery.....	Fifth.
Adams.....	First.
Peabody.....	Seventh.
Webb.....	Sixth.

The superintendent believes that corresponding provision for the extension of school yards should be made each year in order that school playgrounds may develop gradually until a larger number of playgrounds are provided.

SUMMARY.

The items carried in the "second deficiency act, 1921," are summarized below in the order in which they were listed in the estimates and appropriated for in the act:

School.	Number of rooms.	Appropriations.		Total number of rooms.	Remarks.
		Object.	Amount.		
Mott.....	8	Building..	\$140,000	24	Addition.
Eaton.....	8	{Site.....	12,000	16	Do.
Iowa Avenue Junior High.....	24	{Building..	140,000	24	New.
Eckington Junior High.....	24	{do.....	100,000	24	Do.
Smothers.....	4	{Site.....	5,000	4	Replacement.
Lincoln Park.....	8	{Building..	70,000	8	{New; ultimately to be 16 rooms.
Monroe.....	4	{Site.....	30,000	16	Addition.
Lovejoy.....		{Building..	140,000		For an addition now needed.
Ingleside.....		{do.....	75,000		For new school now needed.
Phillips.....		{do.....	6,500		For an addition now needed.
Buchanan.....	8	{do.....	30,000	16	Addition.
Bell.....	8	{Building..	140,000	8	Replacement.
Hamilton.....		{Site.....	20,000		Do.
Harrison.....		{Building..	140,000		Remodeling.
Woodley Park.....		{do.....	150,000		New site.
Armstrong Manual Training.....		{Site.....	17,000		Addition to present site.
Hayes.....		{do.....	40,000		Playground.
Emery.....		{Land.....	20,000		Do.
Peabody.....		{do.....	5,000		Do.
Adams.....		{do.....	8,000		Do.
Webb.....		{do.....	20,000		Do.
Harrison.....		{do.....	1,500		Do.
			15,000		
Additional obligated.....			1,544,000		
			400,000		
Total appropriation.....			1,944,000		

¹ Limit of cost fixed at \$300,000.

THE FUTURE POLICY IN SCHOOLHOUSE CONSTRUCTION.

RELIEF PROVIDED DURING 1920-21.

A study made by the superintendent of schools of the school situation on November 1, 1920, shows the need of 183 additional classrooms for elementary schools to care adequately for the pupils then enrolled in the schools. Corresponding congestion was found to exist in the high schools. Only a portion of these needs for classrooms has been satisfied. The following tabulation shows what has been done during 1920-21:

1. Classrooms under construction..... 44
(See p. 32 of this report.)
2. Classrooms provided for in appropriations act of 1921-22..... 20
(See p. 33 of this report.)

3. Classrooms provided for in second deficiency act, 1921:

(See p. 35 of this report.)

Elementary schools -----	36
Junior high schools—	
Elementary -----	24
High school (24).	
Total -----	124

UNSATISFIED NEEDS.

The appropriations made up to date still leave an unsatisfied need of 59 elementary school classrooms, provided these classrooms had been ready for occupancy on November 1, 1920. It is clear, therefore, that appropriations for school buildings already made will not make up for the shortage of the past.

This program for additional classrooms does not contemplate the abandonment of any buildings now in use. The buildings recommended for immediate abandonment, or early abandonment, in 1908 will still continue to be used. The needs for additional high-school accommodations are wholly unsatisfied.

This description of the situation will clearly indicate that there is no danger at this time of overbuilding in the District of Columbia. The normal increase in attendance each year requires at least 25 or 30 additional classrooms. The building program thus far projected by the Board of Education merely contemplates making up for past deficiencies.

FUTURE POLICY.

In view of the acute conditions in the housing of pupils in the District of Columbia those responsible for the improvement of that condition should adopt a solemn resolution to make up at the earliest possible moment past deficiencies. The following statements indicate in general what such a policy should contemplate.

We should resolve—

First, to build additional classrooms each year in sufficient number so that inside of a reasonable period, say five years, the school system of the District of Columbia should be free from (a) part-time classes, (b) rented buildings, (c) portable schoolhouses, (d) oversized classes, and (e) certain undesirable buildings now in use.

Such a policy must take into consideration not only the abandonment from year to year of certain dilapidated buildings, but the regular increase in enrollment, which would require in the elementary schools 25 or 30 additional rooms each year.

Second, to build additions to present buildings in accordance with the policy of the past in order to reduce the number of small buildings in the District and to increase the size of elementary schools as far as

practicable to 16 rooms or more. This, of course, can not be done in all cases, especially where the small dilapidated buildings must be abandoned or replaced. It can be done in a large proportion of cases.

Third, to build assembly rooms and gymnasiums with every elementary school building of 16 rooms or more. The superintendent urges that assembly halls be added at the earliest possible moment to those 16-room buildings which have heretofore been constructed without them.

Fourth, to provide adequate play space for elementary schools and make provision for the equipment, upkeep, and supervision of these playgrounds after school hours and during vacation. This, of course, means adding materially to the play space now provided at many of our schools, as well as selecting sites large enough for play purposes when new locations are selected for new buildings.

PROPOSED CLASSIFICATION OF ESTIMATES.

The above statement of a future policy is general. The superintendent indicates specifically what should be done at this time in rehabilitating the school system of the District of Columbia on the housing side. As a means of carrying out the above policy the superintendent recommends that hereafter the estimates of the Board of Education for sites and buildings be organized under four heads, as follows:

OBLIGATED APPROPRIATIONS.

Obviously these items must be given a preferred place, since they are items which have been agreed upon and for which appropriations have been obligated.

COMPLETION OF BUILDING DEVELOPMENTS ALREADY INITIATED.

These items should be second in consideration only to those which have been legally obligated. In this list should be carried those items for which initial appropriations have been previously made.

NEW ITEMS IN THE DEVELOPMENT OF A COMPREHENSIVE BUILDING PROGRAM.

Under this heading should be listed new items for sites for early use in schoolhouse construction and new items for school buildings.

NEEDED EXTENSION OF SCHOOL PLAYGROUNDS.

Under this heading should be incorporated certain items which have to do with the reasonably modest extension of present school-

yards or playgrounds. These items should not be considered of lesser importance because they are placed last.

While it is not possible to indicate in any way the items which the Board of Education has included in its budget for the school year 1922-23, there are certain facts in connection with the situation which are now matters of public information and which it is appropriate to incorporate here.

OBLIGATED APPROPRIATIONS.

The following appropriations have already been obligated in preceding appropriation acts and must be included in the school budget for 1922-23 if the construction contemplated is to proceed:

For completing the construction of a new Eastern High School.....	\$900,000
For completing the construction of a 12-room addition to the Wheatley School.....	100,000
For completing the construction of a junior high school north of Taylor Street and east of Fourteenth Street.....	300,000
For completing the construction of a junior high school in Eckington.....	300,000
Total	1,600,000

From the above it will be clear that under ordinary circumstances obligated appropriations amount to nearly as much as could be reasonably requested for buildings and sites.

Nevertheless, action has already been initiated toward providing relief in certain schools which ought to be continued in the present budget. The limitation placed upon the commissioners in the preparation of the budget and the further fact that the relief provided by the schools which are to be completed with the \$1,600,000 obligated appropriation prompt the superintendent to feel, as has been stated in another part of this report, that it is doubtful whether or not the regular appropriation bill can carry sufficient appropriations from year to year to satisfy the accumulated past needs of the school system.

COMPLETION OF BUILDING DEVELOPMENTS ALREADY INITIATED.

In the second deficiency act the following appropriations were made for the purchase of land on which buildings are urgently needed at once:

School.	Division.	Remarks.
Ingleside section	Third	New site.
Lovejoy.....	Thirteenth.....	Land adjoining present school.
Phillips.....	Tenth.....	Do.
Woodley Park.....	Third.....	New site.

The above appropriations were made under "emergency" items. The emergency which prompted this request for appropriations for land have not been satisfied by the purchase of the land. They can only be satisfied through the erection of buildings on the land already purchased. Clearly, provision should be made in the budget for 1922-23 for the erection of these buildings.

SUMMARY.

The estimates of the board of education for buildings and grounds for the school year ending June 30, 1923, were prepared in accordance with the above plan. References to the obligated appropriations and appropriations for sites in the past appropriations acts have been made. It is not lawful to discuss here the estimates of the board of education for new buildings, or for the acquisition of land for playgrounds.

The above review of the situation shows that there has been obligated \$1,600,000 for school buildings which must be carried in the next appropriations bill. In addition certain sites were acquired under an emergency item on which buildings must be placed before the emergency need which prompted the purchase of the land will have been satisfied.

The board of education, the commissioners, and Congress should agree upon a definite policy by which the deficiencies of the past shall be made up within a reasonable period of time. The superintendent of schools believes that it will take an expenditure of an additional appropriation of more than \$2,000,000 annually for a period of five or more years before the children of the public schools will be housed adequately. The request for \$2,000,000 in the deficiency bill was based upon the general belief on the part of school and district officers that a similar appropriation annually for a period of years would be a better policy than a larger appropriation made at any one time.

III. A NEW SALARY SCHEDULE FOR SCHOOL EMPLOYEES.

URGENCY OF THIS LEGISLATION.

Legislation should be secured at once covering a new salary schedule for all employees of the Board of Education. There are several reasons for the urgency of this legislation, which will be discussed in turn.

(A) SALARIES OF EMPLOYEES SHOULD BE LEGALIZED.

The present salary of practically every employee of the Board of Education is subject to a point of order in Congress because it is not provided for in law. The several increases in compensation which teachers and others have received are authorized only in the appropriations bill, and hence are only legal from year to year. The salaries of all employees of the Board of Education should be established by law, and should not be left in their present uncertain state.

(B) CERTAIN APPROVED DEVELOPMENTS AWAIT LEGAL AUTHORIZATION.

Since the organic act of 1906, which established the present school system, many changes in organization of the school system have taken place. These changes indicate a progressive development of a growing school system. However, they are not now fully recognized by law as they should be. A few illustrations of these changes will suffice.

(1) *Junior high schools* have been organized in the school system, but there is no legally authorized salary schedule for them. Teachers serving in those institutions now serve either as a class 6A of high-school teachers or as Class IV or Class V of elementary-school teachers. It is impossible to organize effectively a junior high school under the restrictions thus imposed.

2. *Administrative principalships of elementary schools* with 16 or more classes have been created. They have no salary schedule. As in the case of all teaching principals their salary now consists of a salary as a teacher and additional compensation based upon the number of session rooms.

3. *The community center department* is recognized by law but no salary schedule has been legally established for its employees. Lump-sum appropriations are now made. The salaries of permanent employees in the department should be fixed by appropriate legislation.

4. *Vocational schools* have been established. They should be legally provided for in salary legislation. This is particularly important because it is desirable that this type of institution be largely extended in the school system.

(C) OTHER DEVELOPMENTS AWAITING LEGISLATION.

In addition to the above developments which have already taken place there are certain other unfortunate conditions which can not be modified under the present law.

1. *Session room pay* is now provided by law for teaching principals as additional compensation for serving as principals of elementary schools. This pay is \$30 per year for each session room. The present method of paying principals by giving them salaries of teachers and this session room pay should be replaced by an appropriate salary schedule for teaching and administrative principals. The new salary should also be higher than their present compensation. Session room pay should be abandoned.

2. *Teachers in elementary schools are now grouped in Classes I, II, III, IV, and V.*—Originally the minimum and maximum salaries for the various classes differed. The practice was to appoint all new teachers to Class I, which covers Grades I and II, and to promote from one class to another as vacancies occurred in the upper grades. This practice resulted in the placing of all new teachers in the primary grades and in the advancement of the more experienced teachers to positions in eighth grades. Since the basic salary has now been made the same for each class the continued existence of these five classes is no longer necessary or desirable. Indeed, the present arrangement interferes with the successful organization and administration of the elementary schools. These five classes should be abolished and the salary schedule made uniform for all regular elementary-school teachers.

(D) HIGHER COMPENSATION IS NECESSARY.

In addition to the necessity for legalizing the salaries of employees and for a new salary schedule to provide for the past and future developments and extensions of the present school system, a new salary schedule is necessary in order to correct certain injustices which now exist due to past salary adjustments. Moreover, increased compensation for employees is necessary if the Washington school system is to compete successfully with other school systems in securing efficient teachers and officers.

PRINCIPLES FOR ESTABLISHING TEACHERS' SALARIES.

In considering the proposed salary legislation the board of education should endeavor to secure the funds necessary to make it possible for them to discharge their responsibilities in law for providing an

efficient system of education for the children of the District of Columbia. In asking for the establishment of a new salary scale for teachers the board of education has been guided by the following principles:

1. The minimum salary of a teacher in any position should be sufficiently high to prompt competent persons to fit themselves by study and training to fill such a position. It should be high enough to provide a decent living for those who receive it.

2. The maximum salary of a teacher should be high enough to bring contentment of mind and a reasonable satisfaction to those who receive it. It should be sufficiently high to compete successfully with wages in commerce, industry, and other professions in bidding for the services of those well qualified to take up teaching as a life work. It should be sufficiently high to make it possible for a teacher to live as the profession and the public expect her to live. The maximum salary of teachers in the school system should be high enough so that the great majority of teachers may live comfortably and professionally contented without being tempted to seek promotion to higher ranks in the service for purely financial reasons. The maximum salary should be high enough in every case to induce teachers to make the necessary preparation for teaching and to retain them in the service of teaching as a professional career.

3. The annual automatic increase in salary (longevity pay) for successful service should be large enough to provide annually a reasonable reward for increased competency. Moreover, it should be large enough so that a teacher will reach the maximum salary of her rank by the time she has reached the maximum of her profession.

4. A well-regulated salary schedule should provide a higher maximum for those teachers who have demonstrated their individual superiority. Such a maximum should be obtainable by those teachers who have by study, training, and teaching efficiency, and other evidences of professional interest and growth, clearly demonstrated their leadership among the teachers of the school system.

5. The salaries of school officers and teachers in one community must be regulated in relation to the salaries of officers and teachers in other communities of similar size and resources. If the salaries of one community are lower than the salaries of another, the flow of officers and teachers will always be to the community with the higher salaries. In the preceding pages it has been urged that the salaries of teachers and officers in the District of Columbia should be established in accordance with the salaries of teachers and officers in other communities of similar size and resources. Competition among communities for the services of efficient teachers and officers is a fact that can not be overlooked. Actual competition now exists. Teachers are constantly seeking higher compensation and better con-

ditions of work. Such competition results advantageously to the community with the higher compensation and disadvantageously to the community where low salaries are paid.

If Washington is to compete successfully with other communities in securing and retaining efficient teachers and officers, salaries in Washington must be at least as high as the salaries in other communities. Unless salaries in Washington are sufficient to attract teachers here from other communities Washington must be content with relatively lower educational achievements than are secured elsewhere.

ADEQUATE COMPENSATION FOR THE CLERICAL AND JANITORIAL STAFFS.

CLERKS.

Competition likewise exists between the municipal departments and the National Government in securing and retaining clerical and janitorial staffs. Clerks, stenographers, and various other groups of secretarial employees change from one office to another largely on account of compensation.

The superintendent believes that the compensation of clerical employees in the school department should be adjusted in relation to the compensation of other employees in the municipal government or in the National Government doing similar work. A considerable number of clerical employees of the Board of Education are performing the usual clerical and stenographic work. Their compensation should be fixed in accordance with the compensation of such employees in municipal or national service.

However, there are certain clerical employees of the Board of Education who render services peculiar to the work of the school department. The compensation of such employees can not be fixed on the basis of the comparison of salaries of other departments of the Government but must be established with a view of securing competent employees for such services. As has been pointed out elsewhere in this report, certain secretarial employees of the Board of Education must take charge of a considerable secretarial and clerical force, must be able to direct such work independently, and must have had the necessary training and experience to render a higher form of service than is rendered by the great body of clerical employees. Such secretaries should receive compensation in accordance with the value of their services.

JANITORS.

Similarly the compensation of the janitorial force of the school department should be established in accordance with the compensation of corresponding employees in the Government service. It must not be overlooked, however, that a janitor of a school must not only

be a satisfactory workman but he must also be a man of character. He associates with teachers and with boys and girls in the schools. He must therefore be dependable, reliable, and trustworthy in every way. Such qualifications must be insisted on by school authorities in employing janitors and should be recognized in the compensation.

TYPICAL WASHINGTON SALARIES COMPARED WITH CORRESPONDING SALARIES OF OTHER CITIES.

In the proposed revision of the salaries of teachers in Washington information on salaries in many cities has been collected. Such information will be published for use in connection with the proposed salary legislation. In the following pages a few comparisons are made between salaries of several typical groups of teachers and officers in Washington with the salaries of corresponding groups of teachers and officers in other cities.

Information was sought from all cities with over 100,000 population. Replies were received from 48 cities. Twenty-eight of the 33 cities with population in excess of 200,000 replied. Eleven of the 20 cities not replying have population less than 150,000. The information, therefore, is clearly representative of the salary situation in cities of over 100,000 population.

Teachers of Grades 1 to 8—a comparison of minimum salaries, salary schedules of 1920-21.

City.	Minimum.	City.	Minimum.
New York, N. Y.:		Minneapolis, Minn.	\$1,200
Grades 1A to 6B.	\$1,500	Kansas City, Mo.	1,200
Grades 7A and higher.	1,900	Rochester, N. Y.	1,200
Newark, N. J.	1,500	Louisville, Ky.	1,200
Detroit, Mich.	1,500	Akron, Ohio.	1,200
Seattle, Wash.	1,500	Omaha, Nebr.	1,200
Oakland, Calif.	1,500	Paterson, N. J.	1,200
Los Angeles, Calif.	1,400	Des Moines, Iowa:	
Jersey City, N. J.	1,400	With A. M.	1,740
New Bedford, Mass.	1,350	With A. B.	1,550
Springfield, Mass.	1,300	1 year beyond standard qualifica-	
Dallas, Tex.	1,266	tions.	1,370
Youngstown, Ohio.	1,250	Minimum.	1,200
Chicago, Ill.:		Lowell, Mass.	1,200
Grade 8.	1,325	Spokane, Wash.	1,200
Grades 5 to 7.	1,225	Kansas City, Kans.	1,200
Indianapolis, Ind.:		Syracuse, N. Y.	1,150
Grades 1 to 4.	1,200	Cincinnati, Ohio:	
Group B.	1,600	College graduate.	1,200
St. Louis, Mo.:		Minimum.	1,100
Group A.	1,200	St. Paul, Minn.	1,100
Head assistant.	1,800	Albany, N. Y.	1,100
First assistant.	1,600	Atlanta, Ga.	1,076
Denver, Colo.:		Salt Lake City, Utah.	1,050
Second assistant.	1,200	Philadelphia, Pa.	1,030
With A. B. or A. M.	1,500	Providence, R. I.	1,000
Buffalo, N. Y.	1,200	Worcester, Mass.	1,000
Grade 8.	1,250	Birmingham, Ala.	1,000
Cleveland, Ohio (grades 1 to 7).	1,200	Richmond, Va.	1,000
Boston, Mass.	1,200	Houston, Tex.	1,030
Baltimore, Md.	1,200	Scranton, Pa.	1,030
Milwaukee, Wis.	1,200	Norfolk, Va.	1,000
WASHINGTON, D. C.	1,200	Nashville, Tenn.	850
New Orleans, La.	1,200		

SUMMARY.

With the present Washington salary and using the smallest amounts wherever minimum is not a single amount, 11 of the 48 cities in the above list pay more than Washington, 21 pay the same, and 15 pay less, as a minimum.

With the present Washington salary and using the largest amounts wherever minimum is not a single amount, 17 of the 48 cities in the above list pay more than Washington, 16 pay the same, and 14 pay less, as a minimum.

Teachers of Grades 1 to 8—A comparison of maximum salaries, salary schedules of 1920-21.

City.	Maximum.	City.	Maximum.
New York, N. Y.:		Omaha, Nebr.:	
Grades 7A and higher.....	\$3,250	3 years beyond standard.....	\$2,100
Grades 1A to 6B.....	2,875	Minimum.....	1,800
Newark, N. J.	2,500	Birmingham, Ala.:	
Cleveland, Ohio:		Distinguished service group.....	2,000
2 years beyond standard.....	2,880	Minimum.....	1,800
Minimum.....	2,400	Philadelphia, Pa.	1,800
Milwaukee, Wis.	2,400	Los Angeles, Calif.	1,800
Seattle, Wash.	2,100	Kansas City, Mo.	1,800
Denver, Colo.:		Kansas City, Kans.	1,788
With A. M.	3,080	New Orleans, La.	1,750
With A. B.	2,880	Syracuse, N. Y.	1,750
Minimum.....	2,010	Youngstown, Ohio.....	1,750
Oakland, Calif.	2,010	Albany, N. Y.:	
Minneapolis, Minn.:		Grade 8.....	1,850
On special recommendation.....	2,500	Grade 7.....	1,775
Minimum.....	2,000	Grades 1 to 6.....	1,700
Buffalo, N. Y.:		Dallas, Tex.	1,700
Grade 8.....	2,050	Houston, Tex.	1,700
Grades 1 to 7.....	2,000	New Bedford, Mass.	1,700
Detroit, Mich.	2,000	Lowell, Mass.	1,700
Boston, Mass.	2,000	Spokane, Wash.	1,700
Cincinnati, Ohio.....	2,000	Providence, R. I.:	
Jersey City, N. J.	2,000	Grade 8.....	1,800
Rochester, N. Y.	2,000	Grades 5 to 7.....	1,700
Akron, Ohio.....	2,000	Grades 1 to 4.....	1,650
Chicago, Ill.:		St. Paul, Minn.	1,650
Grade 8.....	2,100	Salt Lake City, Utah.....	1,650
Grades 5 to 7.....	2,000	Baltimore, Md.	1,600
Grades 1 to 4.....	1,975	Worcester, Mass.	1,600
Paterson, N. J.	1,900	Louisville, Ky.	1,550
Springfield, Mass.	1,900	Indianapolis, Ind.:	
Des Moines, Iowa:		Group B.....	1,800
With A. M.	3,000	Group A.....	1,500
With A. B.	2,590	Norfolk, Va.	1,500
Minimum.....	1,860	Richmond, Va.	1,185
Scranton, Pa.:		WASHINGTON, D. C.:	
5 years beyond standard, Ph. D. ...	2,300	Grade 8.....	1,600
1 year beyond standard.....	2,000	Grades 5, 6, and 7.....	1,500
Minimum.....	1,800	Grades 3, 4, and K. P.	1,450
St. Louis, Mo.:		Grades 1, 2, and K. A.	1,300
Head assistant.....	2,100	Atlanta, Ga.	1,295
First assistant.....	1,950	Nashville, Tenn.	1,030
Second assistant.....	1,800		

SUMMARY.

With the present Washington salary and using the smallest amounts wherever maximum is not a single amount, 45 of the 48 cities in the above list pay more than Washington and 2 pay less as a maximum.

With the present Washington salary and using the largest amounts wherever maximum is not a single amount, 40 of the 48 cities in the above list pay more than Washington, 2 pay the same, and 5 pay less as a maximum.

Lower group of high school teachers—A comparison of minimum salaries, salary schedules of 1920-21.

City.	Minimum.	City.	Minimum.
Newark, N. J.	\$2,100	Spokane, Wash.	\$1,500
New York, N. Y.	1,900	WASHINGTON, D. C.	1,440
Los Angeles, Calif.	1,800	New Orleans, La.:	
Seattle, Wash.	1,800	Men	1,700
New Bedford, Mass.:		Women	1,400
Men	2,225	Minneapolis, Minn.	1,400
Women	1,800	Kansas City, Mo.	1,400
Oakland, Calif.	1,740	Providence, R. I.:	
Detroit, Mich.	1,700	Men	1,700
Boston, Mass.:		Women	1,400
Men	1,980	Akron, Ohio.	1,400
Women	1,665	Omaha, Nebr.	1,400
Kansas City, Kans.	1,668	Seranton, Pa.	1,400
Youngstown, Ohio.	1,625	Lowell, Mass.:	
Chicago, Ill.	1,600	Men	1,700
St. Louis, Mo.	1,600	Women	1,400
Buffalo, N. Y.	1,600	Syracuse, N. Y.:	
Milwaukee, Wis.	1,600	Men	1,850
Jersey City, N. J.:		Women	1,350
Men	1,900	Cincinnati, Ohio.	1,300
Women	1,600	Houston, Tex.	1,300
Rochester, N. Y.	1,600	Salt Lake City, Utah.	1,300
St. Paul, Minn.	1,600	Albany, N. Y.:	
Dallas, Tex.	1,600	Men	1,500
Paterson, N. J.:		Women	1,300
Men	1,800	Birmingham, Ala.	1,250
Women	1,600	Philadelphia, Pa.	1,240
Atlanta, Ga.	1,572	Louisville, Ky.:	
Des Moines, Iowa.	1,550	Men	1,600
Cleveland, Ohio.	1,500	Women	1,200
Baltimore, Md.	1,500	Norfolk, Va.:	
Indianapolis, Ind.	1,500	Men	1,400
Denver, Colo.	1,500	Women	1,100
Worcester, Mass.:		Richmond, Va.	1,000
Men	2,050	Nashville, Tenn.	1,000
Women	1,500		

SUMMARY.

With the present Washington salary (lower group) and using the amounts paid women wherever a difference in salaries of men and women is reported, 27 of the 47 cities in the above list pay more than Washington, and 19 pay less, as a minimum.

With the present Washington salary (lower group) and using the amounts paid men wherever a difference in salaries of men and women is reported, 33 of the 47 cities in the above list pay more than Washington, and 13 pay less, as a minimum.

Lower group of high-school teachers—A comparison of maximum salaries, salary schedules of 1920-21.

City.	Maximum.	City.	Maximum.
Newark, N. J.	\$3,800.00	Worcester, Mass.:	
New York, N. Y.	3,700.00	Men	\$3,250.00
Jersey City, N. J.	3,400.00	Women	2,500.00
Cleveland, Ohio.	3,300.00	Springfield, Mass.:	
Philadelphia, Pa.	3,140.00	Men	3,100.00
Denver, Colo.	2,840.00	Women	2,500.00
Cincinnati, Ohio.	2,800.00	Los Angeles, Calif.	2,400.00
Akron, Ohio.	2,800.00	Buffalo, N. Y.	2,400.00
Detroit, Mich.	2,600.00	New Orleans, La.:	
Milwaukee, Wis.	2,600.00	Men	3,300.00
Des Moines, Iowa.	2,590.00	Women	2,400.00
Boston, Mass.:		Seattle, Wash.	2,400.00
Men	3,276.00	Rochester, N. Y.	2,400.00
Women	2,532.00	Oakland, Calif.	2,400.00
Minneapolis, Minn.	2,500.00	Dallas, Tex.	2,400.00

Lower group of high-school teachers—A comparison of maximum salaries, salary schedules of 1920-21—Continued.

City.	Maximum.	City.	Maximum.
Paterson, N. J.:		St. Louis, Mo.	\$2,000.00
Men.	\$3,100.00	Kansas City, Mo.	2,000.00
Women.	2,400.00	Providence, R. I.:	
New Bedford, Mass.:		Men.	2,400.00
Men.	2,725.00	Women.	2,000.00
Women.	2,300.00	Louisville, Ky.:	
Baltimore, Md.	2,250.00	Men.	2,300.00
St. Paul, Minn.	2,250.00	Women.	2,000.00
Birmingham, Ala.	2,250.00	Houston, Tex.	2,000.00
WASHINGTON, D. C.	2,240.00	Lowell, Mass.:	
Chicago, Ill.	2,200.00	Men.	2,500.00
Seranton, Pa.	2,200.00	Women.	2,000.00
Indianapolis, Ind.	2,100.00	Spokane, Wash.	2,000.00
Omaha, Nebr.	2,100.00	Syracuse, N. Y.:	
Albany, N. Y.:		Men.	2,650.00
Men.	2,300.00	Women.	1,950.00
Women.	2,100.00	Norfolk, Va.:	
Kansas City, Kans.	2,100.00	Men.	2,100.00
Youngstown, Ohio.	2,062.50	Women.	1,800.00
Salt Lake City, Utah.	2,050.00	Richmond, Va.	1,683.00
Atlanta, Ga.	2,022.00	Nashville, Tenn.	1,500.00

SUMMARY.

With the present Washington salary (lower group) and using the amounts paid women wherever a difference in salaries of men and women is reported, 27 of the 48 cities in the above list pay more than Washington, and 20 pay less, as a maximum.

With the present Washington salary (lower group) and using the amounts paid men wherever a difference in salaries of men and women is reported, 32 of the 48 cities in the above list pay more than Washington, and 15 pay less, as a maximum.

Upper group of high-school teachers—A comparison of minimum salaries, salary schedule of 1920-21.

City.	Minimum.	City.	Minimum.
Cleveland, Ohio.	\$3,400	Minneapolis, Minn.	\$2,600
Providence, R. I.:		Rochester, N. Y.	2,500
Men.	3,000	Chicago, Ill.	2,400
Women.	2,600	Birmingham, Ala.	2,375
Denver, Colo.	2,980	Seranton, Pa.	2,300
St. Louis, Mo.	2,800	Indianapolis, Ind.	2,250
Milwaukee, Wis.	2,700	WASHINGTON, D. C.	2,200
Kansas City, Mo.	2,600	Des Moines, Iowa.	1,740

SUMMARY.

With the present Washington salary (upper group), 12 of the 14 cities in the above list pay more than Washington and 1 pays less.

A comparison of maximum salaries.

Cleveland, Ohio.	\$3,600
Milwaukee, Wis.	3,600
Chicago, Ill.	3,400
St. Louis, Mo.	3,200
Denver, Colo.	3,000
Baltimore, Md.	3,000
Minneapolis, Minn.	3,000

Des Moines, Iowa.....	\$3,000
Kansas City, Mo.....	2,800
Indianapolis, Ind.....	2,800
Rochester, N. Y.....	2,800
Scranton, Pa.....	2,700
Providence, R. I.:	
Women.....	2,600
Men.....	3,000
Kansas City, Kans.....	2,508
WASHINGTON, D. C.....	2,500
Birmingham, Ala.....	2,500
Omaha, Nebr.....	2,400
Atlanta, Ga.....	2,142

Summary.

With the present Washington salary (upper group), 14 of the 18 cities in the above list pay more than Washington, 1 pays the same, and 2 pay less, as a maximum.

Principals of elementary schools—A comparison of minimum salaries, salary schedules of 1920-21.

City.	Minimum.	Remarks.
Milwaukee.....	\$4,100 3,600 3,100 2,600 3,750	18 or more rooms. 14-17 rooms. 8-13 rooms. Fewer than 8 rooms.
New York City.....	3,564	
Boston, Mass.....	3,500	Upper group.
Chicago, Ill.....	2,500	Lower group.
Seattle, Wash.....	3,480 3,120 2,760 2,400	650 or more pupils. 465-650 pupils. 280-465 pupils. 280 or fewer pupils.
St. Louis, Mo.....	3,200 2,800 2,400 1,900 1,700	18 or more rooms. 14-17 rooms. 10-13 rooms. 6-9 rooms. 1-5 rooms.
Providence, R. I.....	3,200 3,100 2,800 2,400 2,100	According to size of building. Do. Do. Do. Do.
Kansas City, Mo.....	3,050 2,650 2,350	Average attendance, 640 pupils. Average attendance, 480-639 pupils. Average attendance, 390-479 pupils.
Buffalo, N. Y.....	3,000 2,800 2,500	A. B. C.
Paterson, N. J.....	3,000 2,400	Grammar. Primary.
Cleveland, Ohio.....	2,970 2,820 2,670 2,535 2,400	50 or more teachers. 40-49 teachers. 30-39 teachers. 20-29 teachers. 10-19 teachers.
Newark, N. J.....	2,900 2,500	15 or more classes. Fewer than 15 classes.
Jersey City, N. J.....	2,800 2,300	Grammar. Primary.
Denver, Colo.....	2,700 2,700 2,500 2,500	With A. M. or Ph. D. 21 or more rooms with A. B. Without A. M. or Ph. D. 11-20 rooms with A. B.
Albany, N. Y.....	2,650 1,900	Grammar. Primary.
Oakland, Calif.....	2,940 2,640 2,100	15 or more rooms. 10-14 rooms. Fewer than 10 rooms.

Principals of elementary schools—A comparison of minimum salaries, salary schedules of 1920-21—Continued.

City.	Minimum.	Remarks.
Minneapolis, Minn.....	\$2,600 2,400 2,200 2,000 1,800	More than 30 rooms. 24-30 rooms. 17-23 rooms. 12-16 rooms. Fewer than 12 rooms.
Dallas, Tex.....	2,500	
New Orleans, La.....	2,400 2,250 2,100 2,000 1,800	500 or more pupils. 300-499 pupils. 100-299 pupils. Fewer than 100 pupils.
Kansas City, Kan.....	2,350	
Akron, Ohio.....	2,300	
New Bedford, Mass.....	2,250 2,250	Grammar. Primary.
Rochester, N. Y.....	2,200	Fewer than 12 teachers.
Philadelphia, Pa.....	2,100	
Indianapolis, Ind.....	2,100	
Worcester, Mass.....	2,100 1,700	10 or more rooms. 2-9 rooms.
Cincinnati, Ohio.....	2,000	
Birmingham, Ala.....	2,000 1,800 1,600 1,200	According to size of building. Do. Do. Do.
Lowell, Mass.....	1,920 1,250	Grammar. Primary.
Richmond, Va.....	1,910	
Houston, Tex.....	1,900	
Youngstown, Ohio.....	1,900	
Los Angeles, Calif.....	1,880	
Seranton, Pa.....	1,800 1,700 1,600 1,500 1,200 1,000	20 or more teachers. 16-19 teachers. 12-15 teachers. 8-11 teachers. 4-7 teachers. Fewer than 4 teachers.
Norfolk, Va.....	1,800	
Spokane, Wash.....	1,900	
WASHINGTON, D. C.....	1,800 1,680 1,560 1,440	\$1,200 (basic) plus \$600 (session room), 20 rooms. \$1,200 (basic) plus \$480 (session room), 16 rooms. \$1,200 (basic) plus \$360 (session room), 12 rooms. \$1,200 (basic) plus \$240 (session room), 8 rooms.
St. Paul, Minn.....	1,725	
Louisville, Ky.....	1,650	
Baltimore, Md.....	1,500	

SUMMARY.

Washington pays less than 33 cities of the 40 in this list and more than 6, if the 8-room building principal's salary is considered. Washington pays less than 36 cities and more than 3, if the 20-room building principal's salary is considered.

Principals of elementary schools—A comparison of maximum salaries, salary schedule of 1920-21.

City.	Maximum.	Remarks.
New York City.....	\$1,750	
Newark, N. J.....	4,500 3,700 4,400 4,200 3,900 3,600 3,200 2,900	15 or more classes. Fewer than 15 classes. 46 or more teachers. 31-45 teachers. 24-30 teachers. 18-23 teachers. 12-17 teachers. Fewer than 12 teachers.
Milwaukee, Wis.....	4,400 3,900 3,400 2,900	18 or more rooms. 14-17 rooms. 8-13 rooms. Fewer than 8 rooms.

Principles of elementary schools—A comparison of maximum salaries, salary schedule of 1920-21—Continued.

City.	Maximum.	Remarks.
Chicago, Ill.....	\$4,250	Upper group.
	3,300	Lower group.
Jersey City, N. J.....	4,100	Grammar.
	3,100	Primary.
Boston, Mass.....	4,044	
St. Louis, Mo.....	4,000	18 or more rooms.
	3,400	14-17 rooms.
	2,800	10-13 rooms.
	2,300	6-9 rooms.
	2,100	1-5 rooms.
Detroit, Mich.....	4,000	28-50 rooms.
	3,600	22-27 rooms.
	3,200	18-21 rooms.
	2,800	14-17 rooms.
	2,400	13 or fewer rooms.
Denver, Colo.....	3,900	With A. M. or Ph. D.
	3,700	With A. M. or Ph. D., or 21 rooms with A. B.
	3,500	11-20 rooms with A. B.
Providence, R. I.....	3,800	According to size of building.
	3,500	Do.
	3,400	Do.
	2,700	Do.
	2,400	Do.
Buffalo, N. Y.....	3,800	A.
	3,600	B.
	3,300	C.
Philadelphia, Pa.....	3,700	Grammar.
Paterson, N. J.....	3,700	Primary.
	3,000	
Seattle, Wash.....	3,660	650 or more pupils.
	3,300	465-650 pupils.
	2,940	280-465 pupils.
	2,580	280 or fewer pupils.
Cleveland, Ohio.....	3,570	50 or more teachers.
	3,420	40-49 teachers.
	3,210	30-39 teachers.
	3,075	20-29 teachers.
	2,880	10-19 teachers.
Worcester, Mass.....	3,500	10 or more rooms.
	2,475	2-9 rooms.
Minneapolis, Minn.....	3,500	More than 30 rooms.
	3,300	24-30 rooms.
	3,100	17-23 rooms.
	2,800	12-16 rooms.
	2,500	Fewer than 12 rooms.
Cincinnati, Ohio.....	3,500	
Kansas City, Mo.....	3,450	Average attendance 640 pupils.
	3,050	Average attendance 480 pupils.
	2,750	Average attendance 300 pupils.
Kansas City, Kans.....	3,450	
New Bedford, Mass.....	3,350	Grammar A.
	2,850	Primary and grammar.
Oakland, Calif.....	3,240	More than 14 rooms.
	2,940	10-15 rooms.
	2,800	
	2,490	
Birmingham, Ala.....	3,200	According to size of building.
	3,000	Do.
	2,800	Do.
	2,000	Do.
Baltimore, Md.....	3,200	
Albany, N. Y.....	3,200	Grammar.
	2,500	Primary.
Lowell, Mass.....	3,100	Grammar.
Syracuse, N. Y.....	3,050	Senior, men.
	2,800	Senior, women.
	2,150	Junior, women.
Los Angeles, Calif.....	3,000	
Indianapolis, Ind.....	3,000	
Dallas, Tex.....	3,000	
Youngstown, Ohio.....	3,000	
	2,500	
Norfolk, Va.....	3,000	Over 700 pupils.
	2,500	Under 700 pupils.
St. Paul, Minn.....	2,850	
Akron, Ohio.....	2,800	
Houston, Tex.....	2,700	20 or more rooms.
Omaha, Nebr.....	1,920	7 or fewer rooms.

Principals of elementary schools—A comparison of maximum salaries, salary schedule of 1920-21—Continued.

City.	Maximum.	Remarks.
New Orleans, La.....	\$2,650	500 or more pupils.
	2,500	300-499 pupils.
	2,350	100-299 pupils.
	2,250	Fewer than 100 pupils.
Spokane, Wash.....	2,550	
Richmond, Va.....	2,530	
Scranton, Pa.....	2,500	20 or more teachers.
	2,400	16-19 teachers.
	2,300	12-15 teachers.
	2,200	8-11 teachers.
	1,900	4-7 teachers.
Louisville, Ky.....	2,200	
WASHINGTON, D. C.....	2,200	\$1,200 (basic), plus \$400 (longevity) plus \$600 (session room), 20 rooms.
	2,080	\$1,200 (basic) plus \$400 (longevity) plus \$480 (session room), 16 rooms.
	1,960	\$1,200 (basic) plus \$400 (longevity) plus \$360 (session room), 12 rooms.
	1,840	\$1,200 (basic) plus \$400 (longevity) plus \$240 (session room), 8 rooms.

SUMMARY.

Washington is last in this list of 43 cities.

Principals of high schools—A comparison of minimum salaries, salary schedule of 1920-21.

City.	Minimum.	City.	Minimum.
New York, N. Y.....	\$5,500	Spokane, Wash.....	\$3,550
Detroit, Mich.....	5,000	WASHINGTON, D. C.....	3,500
Milwaukee, Wis.....	4,520		2,700
Albany, N. Y.....	4,500	Rochester, N. Y.....	3,400
Providence, R. I.....	4,500		3,000
	4,200	Birmingham, Ala.....	3,400
St. Louis, Mo.....	4,200		2,600
Newark, N. J.....	4,200	Richmond, Va.....	3,190
Boston, Mass.....	4,140	Los Angeles, Calif.....	2,900
Buffalo, N. Y.....	4,100	Dallas, Tex.....	2,700
Akron, Ohio.....	4,000	Louisville, Ky.....	2,600
Oakland, Calif.....	3,840	Norfolk, Va.....	2,400
	3,240		
Cincinnati, Ohio.....	3,800		
Minneapolis, Minn.....	3,800		
Chicago, Ill.....	3,700		
Cleveland, Ohio.....	3,600		
	3,400		
	3,200		

SUMMARY.

Comparison for Central High School only: With the present Washington salary, 16 cities of the 24 in the above list pay more and 7 pay less as minimum.

Comparison for other Washington high schools: With the present Washington salary, 19 cities of the 24 in above list pay more, 1 pays same, and 3 pay less as minimum.

Principals of high schools—A comparison of maximum salaries, salary schedules of 1920-21.

City.	Maximum.	Remarks.
New York, N. Y.....	\$6,500	25 or more teachers.
Jersey City, N. J.....	5,000	Below 25 teachers.
Newark, N. J.....	6,000	
Detroit, Mich.....	5,800	
Albany, N. Y.....	5,500	
Chicago, Ill.....	5,500	
Philadelphia, Pa.....	5,100	
St. Louis, Mo.....	5,060	
Milwaukee, Wis.....	5,000	
Minneapolis, Minn.....	5,000	
Rochester, N. Y.....	5,000	60 or more teachers.
Providence, R. I.....	4,200	Below 60 teachers.
	5,000	Technical school.
	4,500	
Birmingham, Ala.....	5,000	1,500 or more pupils.
	4,200	Below 1,500 pupils.
Buffalo, N. Y.....	4,900	
New Bedford, Mass.....	4,725	
Boston, Mass.....	4,716	
Cincinnati, Ohio.....	4,500	
Worcester, Mass.....	4,500	
Syracuse, N. Y.....	4,500	Central High School.
	1,000	
Youngstown, Ohio.....	4,500	
Springfield, Mass.....	4,500	
Cleveland, Ohio.....	4,400	2,000 pupils and over.
	4,200	1,000 to 1,999 pupils.
	4,000	Below 1,000 pupils.
Oakland, Calif.....	4,440	50 or more teachers.
	3,840	Below 50 teachers.
Akron, Ohio.....	4,400	
Scranton, Pa.....	4,330	
Lowell, Mass.....	4,300	
Los Angeles, Calif.....	4,200	
Spokane, Wash.....	4,150	
St. Paul, Minn.....	4,050	
	3,550	
	3,400	
	3,100	
Baltimore, Md.....	4,000	
WASHINGTON, D. C.....	4,000	Central High School.
	3,200	
Louisville, Ky.....	4,000	
Dallas, Tex.....	4,000	
Norfolk, Va.....	4,000	
Richmond, Va.....	3,960	
Houston, Tex.....	3,200	

SUMMARY.

Of the 36 cities on this list, Washington pays the lowest salary reported for six of its seven high schools; comparing the Central High School only, Washington pays less than 29 cities, the same as 4, and more than 2.

Present salaries (May, 1921) of assistant superintendents of schools in cities exceeding 100,000 population.

City.	Salary.	City.	Salary.
New York, N. Y.: Assistant superintendent.....	\$8,250	Minneapolis, Minn.....	\$5,000
District superintendent.....	6,600	.....	4,500
Chicago, Ill.: First assistant superintendent.....	8,100	.....	4,000
Assistant superintendent.....	7,200	.....	3,600
District superintendent.....	6,000	Denver, Colo.....	5,000
Detroit, Mich.: Deputy superintendent.....	7,680	Birmingham, Ala.....	5,000
Assistant superintendent.....	6,600	Los Angeles, Calif.....	4,800
Cleveland, Ohio.....	6,500	Buffalo, N. Y.....	4,600
.....	5,500	Kansas City, Mo.....	4,620
.....	5,000	Worcester, Mass.....	4,600
St. Louis, Mo.....	6,000	New Orleans, La.....	4,500
.....	5,000	Providence, R. I.....	4,000
.....	4,500	.....	4,500
Boston, Mass.....	6,000	.....	3,250
Baltimore, Md.....	6,000	Columbus, Ohio.....	2,750
.....	5,500	.....	4,500
.....	4,000	Youngstown, Ohio.....	4,000
Dallas, Tex.....	6,000	Salt Lake City, Utah.....	4,500
Newark, N. J.....	5,500	.....	4,350
Rochester, N. Y.....	5,500	Portland, Oreg.....	3,600
Oakland, Calif.....	5,500	.....	4,260
Akron, Ohio.....	5,500	.....	4,000
Jersey City, N. J.....	5,400	Richmond, Va.....	4,070
Seattle, Wash.....	5,100	Toledo, Ohio.....	4,000
Philadelphia, Pa.....	5,060	WASHINGTON, D. C.....	3,750
.....	4,070	San Francisco, Calif.....	3,600
Pittsburgh, Pa.....	5,000	New Bedford, Mass.....	3,600
Milwaukee, Wis.....	5,000	Springfield, Mass.....	3,500
Cincinnati, Ohio.....	5,000	St. Paul, Minn.....	3,300
.....	3,500	Louisville, Ky.....	2,600
			2,600

SUMMARY.

Of the 39 cities reporting, 29 pay more than Washington and 9 pay less, using the smallest salary wherever a city pays more than one rate.

Present salaries (May, 1921) of superintendents of schools in cities exceeding 100,000 population.

City.	Salary.	Remarks.
New York, N. Y.....	\$12,000	
Chicago, Ill.....	12,000	
Philadelphia, Pa.....	12,000	
Pittsburgh, Pa.....	12,000	
Jersey City, N. J.....	10,500	
Cleveland, Ohio.....	10,000	
Boston, Mass.....	10,000	
Buffalo, N. Y.....	10,000	
Newark, N. J.....	10,000	
Cincinnati, Ohio.....	10,000	
Seattle, Wash.....	10,000	
Omaha, Nebr.....	10,000	
Detroit, Mich.....	9,000	
Milwaukee, Wis.....	9,000	
Akron, Ohio.....	9,000	
Youngstown, Ohio.....	9,000	\$10,000 next year.
St. Louis, Mo.....	8,000	
Baltimore, Md.....	8,000	
Los Angeles, Calif.....	8,000	
New Orleans, La.....	8,000	
Minneapolis, Minn.....	8,000	
Rochester, N. Y.....	8,000	
Denver, Colo.....	8,000	\$9,000 next year.
Indianapolis, Ind.....	7,500	
Columbus, Ohio.....	7,500	
Oakland, Calif.....	7,500	\$10,000 next year.
Birmingham, Ala.....	7,500	
Des Moines, Iowa.....	7,500	

Present salaries (May, 1921) of superintendents of schools in cities exceeding 100,000 population—Continued.

City.	Salary.	Remarks.
Dallas, Tex.....	\$7,200	
Kansas City, Mo.....	7,000	
Portland, Oreg.....	7,000	
Richmond, Va.....	6,500	
Yonkers, N. Y.....	6,500	
Toledo, Ohio.....	6,240	
Dayton, Ohio.....	6,120	
WASHINGTON, D. C.....	6,000	
Providence, R. I.....	6,000	
Worcester, Mass.....	6,000	
Syracuse, N. Y.....	6,000	
San Antonio, Tex.....	6,000	
Bridgeport, Conn.....	6,000	
Houston, Tex.....	6,000	
Seranton, Pa.....	6,000	
Paterson, N. J.....	6,000	
Salt Lake City, Utah.....	6,000	
Albany, N. Y.....	6,000	
Wilmington, Del.....	6,000	
Cambridge, Mass.....	6,000	
Springfield, Mass.....	5,800	\$5,000 next year.
New Bedford, Mass.....	5,500	
Louisville, Ky.....	5,000	
St. Paul, Minn.....	5,000	
Atlanta, Ga.....	5,000	
New Haven, Conn.....	5,000	
Fall River, Mass.....	5,000	
Norfolk, Va.....	5,000	
Lowell, Mass.....	5,000	
Kansas City, Kans.....	5,000	

Of the 58 cities reporting, 35 pay more, 13 pay the same as Washington, and 10 pay less.

IV. SOME NEEDED DEVELOPMENTS AND EXTENSIONS OF THE SCHOOL SYSTEM.

In the following pages the superintendent indicates some needed developments and extensions of the public-school system. No attempt has been made to list them in order of importance. These proposed developments and extensions should be provided for at once. Occasionally statements of policy have been made in accordance with which the school system should be developed in the future as opportunities present themselves.

POLICY REGARDING MODIFICATIONS OF THE SCHOOL SYSTEM.

Every thoughtful administrator of a school system realizes how important it is to the success of educational work that contentment of mind, harmony, and cooperation shall exist among all workers in the school system. While any changes are likely to prompt uneasiness among employees, yet changes are essential if progress is to be made. Changes should be made gradually. Progress must be made by slow evolution rather than by sudden upheaval. Changes should do individuals no personal injustice. It is in this spirit that the superintendent advocates the following developments and extensions of the school system.

Justification of every one of the developments or extensions herein advocated is to be found in the growth of the school system since 1906, when the present system was organized. With the exception of the establishment of the rank of annual substitute teachers, the proposals are for the further development and extension of existing practices. These practices have been heretofore established in Washington on sound administrative or educational practices to be found in well-organized city school systems. Nothing entirely new is advocated. No innovations or eliminations are urged—only extensions, developments, or legalizations of what now exists are recommended at this time.

GROWTH OF SCHOOL SYSTEM NECESSITATES MODIFICATIONS.

Some idea of the growth of the school system since 1906 will be gained by a study of the following comparison of certain aspects of the school system in 1906-7 with 1920-21.

Item.	1906-7	1920-21
Enrollment.....	52,739	67,064
Cost of school system:		
Salaries.....	\$1,414,647	\$3,993,543
General expenses.....	410,056	694,540
Buildings and grounds.....	386,358	2,926,000
	2,211,061	7,214,083
Employees:		
Principal and teachers (excluding directors and assistant directors).....	1,546	2,167
Attendance officers.....	2	9
Medical inspection service.....	12	35
Care of buildings and grounds.....	140	303
Night schools:		
Enrollment.....	3,143	13,046
Sessions (nights).....	60	60
Board of examiners (white):		
Candidates examined.....	176	679
Candidates passing.....	68	358
Board of examiners (colored):		
Candidates examined.....	50	179
Candidates passing.....	29	91

While the school system has grown since 1906 through increase in number of pupils, it has also grown in the number of activities carried on. The following tabulation indicates some of the educational activities carried on in 1920-21 which were not found in the public-school system in 1906. Every one of these activities creates new functions and new responsibilities for administrative and supervisory officers.

Vacation schools ----- 23 schools, 116 teachers, and 3,826 pupils.
Americanization work ----- day classes, 7 teachers, and 546 pupils.
----- night classes, 15 teachers, and 833 pupils.
----- summer classes, 11 teachers, and 305 pupils.
Open window classes ----- 2 classes, 2 teachers, and 35 pupils.
Junior high schools ----- 2 schools, 43 teachers, and 749 pupils.
Fresh air (tubercular) schools ----- 2 schools, 5 teachers, and 109 pupils.
Vocational schools ----- 4 schools, 30 teachers, and 1,019 pupils.
Community centers ----- 18 centers accommodating 517,470 persons.
Platoon schools ----- 1 school, 31 teachers, and 1,091 pupils.
School garden department ----- 15 teachers without a director.
Administrative principals ----- 20 administrative principals.
Group principals ----- 9 group principals.
High school banks ----- 5 banks, 449 deposits, and \$52,976.40 in deposits.
Dental inspection ----- 8 dental operators and 1 dental prophylactic operator.
School nurses ----- 10 graduate nurses.
Child-labor law office ----- 1,260 employment certificates, 423 street trade permits, and 865 temporary permits.

ADMINISTRATIVE STAFF HAS REMAINED STATIONARY.

As a school system grows or expands, the work of the administrative and supervisory staff increases accordingly. Notwithstanding the extraordinary growth of the school system since 1906, the

central office staff has not grown in size but has remained practically stationary.

The following tabulation shows the staff in 1906 and in 1921:

Staff.	1906	1921
Superintendent.....	1	1
Assistant superintendents.....	2	2
Director of intermediate instruction.....	1	1
Supervisor of manual training.....	1	2
Supervising principals.....	13	13
Director of drawing.....	1	2
Director of music.....	2	2
Director of physical training.....	2	2
Director of domestic science.....	2	2
Director of domestic art.....	2	2
Director of primary instruction.....	2	2
Director of kindergartens.....	2	2
Director of penmanship.....		2
	32	35

In the above tabulation no distinction has been made between directors and assistant directors, since the character of their service is the same.

The following officers appear in 1921 who are not found in 1906: One assistant supervisor of manual training, a director of penmanship, and an assistant director of penmanship. Three persons have, therefore, been added to the staff since 1906.

While three persons have been added to the staff, other changes have been made which have actually resulted in reducing the number of supervising principals and thereby increasing accordingly their educational responsibilities.

Because of the small number of officers in the central office to direct city-wide activities, two supervising principals were relieved from a large part of the field work which they formerly did and assigned to the central office to supervise and direct from headquarters summer schools, night schools, playgrounds, atypical schools, and other special activities. This has resulted actually in decreasing the number of supervising principals acting as field officers. Moreover, one position of supervising principal has not been filled since the death of Mr. Janney in 1916. This position was not left vacant because such services were not desirable or necessary, but solely because the board of education desires to secure additional officers for the central office in lieu of field officers in such positions.

The school system as it exists to-day was cast in the mold of 1906. The present organization of the school system is controlled by the law of 1906. Educational progress in the Nation during this period has been unparalleled in any corresponding period of educational history. The administrative development of the school system of the District of Columbia since 1906 has frequently been seriously limited by the provisions of the organic act of 1906. The whole

school system must now be given more freedom to develop in accordance with the best educational practice of the Nation.

1. READJUSTMENT OF THE ADMINISTRATIVE STAFF.

Every efficient school system must be organized and developed in accordance with certain principles which make for effective procedure. In connection with the consideration of the readjustment of the administrative staff of the school system of the District of Columbia it is desirable to state two of these principles which prompted the organization of the present school system in 1906, and which should now guide us in the readjustment of the administrative staff in view of its increased duties and modified responsibilities.

PRINCIPLES UNDERLYING ORGANIZATION OF THE STAFF.

These principles are, first, standardization and unification of educational work from a central office; and, second, local direction of education by administrative officers in the field.

(A) UNIFICATION OF WORK FROM A CENTRAL OFFICE.

The organic act provides for the general supervision of education by the superintendent of schools. It provides, further, for the unification of the educational work within the two main divisions of the school system by the two assistant superintendents—one for divisions 1 to 9 and the other for divisions 10 to 13. These three statutory officers are the only ones at headquarters exercising city-wide supervision over the whole school system.

The work of the central office long ago increased to the point where it was impossible for the superintendent and the two assistant superintendents to handle it, even though they have confined themselves almost exclusively to their offices, and hence have found very little time to visit schools. An illustration will indicate how the work has had to be assigned.

Because there is no officer to take complete charge of the business affairs of the school system, it has been necessary to assign work to educational officers which properly belongs to such an officer. Such assignments are unsatisfactory not only because business matters are thereby scattered among many different persons, but also because these assignments have no relation to the legitimate work of the officers taking the assignments. The following assignments will illustrate this point:

1. All requisitions for repairs and alterations to buildings in the whole school system are handled by the supervisor of manual training.

2. The purchase of all school furniture for the whole school system has been made by Assistant Superintendent Kramer.

3. The purchase of textbooks and educational supplies for the whole school system is assigned to the director of intermediate instruction.

4. The detailed preparation of the school budget was formerly made by the assistant superintendent for divisions 1 to 9, but is now made in the superintendent's office and is personally organized and prepared by the superintendent of schools, with the help of other officers.

The situation with regard to the distribution of business matters can be duplicated by the assignment of work to other educational officers. It has been impossible to organize the work of the school system on what is commonly called a functional basis.

One means of increasing the administrative staff at headquarters must be noted. Two supervising principals have been relieved of their field duties and brought to the central office to supervise, on a city-wide basis, certain special activities, such as summer schools, night schools, playgrounds, atypical schools, and other forms of specialized activities. These supervising principals are performing services at headquarters which could not be properly carried without their assistance.

(B) LOCAL DIRECTION OF EDUCATION.

Under conditions existing in 1906 the supervising principal was the local director of education in his division. His duties and responsibilities were such that he could give personal attention to the organization, administration, and supervision of the elementary schools in his division. He could meet parents, visit teachers in their classrooms, discipline pupils, and assume immediate personal direction of all detailed matters pertaining to elementary education in the schools of his division. He was, in fact, the local director of elementary education.

In view of the increase in the number of pupils in the various elementary-school divisions, as well as the addition of special educational activities, the supervising principal can no longer exercise the necessary local direction of elementary education. To assist in meeting the situation group principals of elementary schools with 16 or more rooms have been designated to take over many details which supervising principals formerly directed. There are now 29 such administrative principals. This policy of creating administrative principals has been followed for some years and should be continued. While the supervising principal continues to exercise general supervision over these large schools, much of the detailed work formerly

carried by supervising principals is now carried by administrative principals.

For some years it has been the desire of the Board of Education to transform gradually the supervising principals into central-office officials. As has been indicated, two supervising principals have already been brought to the central office for the supervision of special activities. Moreover, during the past school year definite regulations defining the duties and responsibilities of administrative principals were worked out in order that the time of supervising principals may be somewhat free to allow them to supervise and direct certain activities from the central office. The superintendent contemplates making such assignment at the beginning of the school year 1921-22.

RECOMMENDATIONS FOR EXTENSIONS OF THE ADMINISTRATIVE STAFF.

The law rightly places the full responsibility for the organization, administration, and supervision of the school system of the District of Columbia on the superintendent of schools. The law, however, does not contemplate that he should personally discharge all of these responsibilities. Common sense would indicate that his responsibility must be discharged through the competent administrative, supervisory, and executive officers.

Moreover, the law provides for two separate and largely autonomous school systems—one for white and one for colored pupils—supervised and directed by the superintendent of schools. The superintendent believes this legal provision for the school system should be continued, and nothing herein recommended is intended to modify it. Indeed, every effort has been made to recognize and respect the autonomy and the needs of each division of the school system which finds common ground in the superintendent's office.

(A) FIRST ASSISTANT SUPERINTENDENTS.

I recommend that the present assistant superintendents of schools be advanced in rank at once to first assistant superintendents of schools, with salaries of \$5,000 per year each. These two officers should carry with them their present authority under the law or the rules of the Board of Education and would bear with the superintendent of schools the large responsibilities placed by law upon the superintendent's office.

A brief description of the work of these two officers will show the importance of their positions in the school system and their present overburden of responsibilities. Under existing conditions the two assistant superintendents have been forced to assume almost numberless responsibilities. As conditions have arisen demanding

that some administrative authority close to the superintendent assume responsibility for far-reaching decisions, the superintendent has found it necessary to assign such work to his two assistant superintendents.

The superintendent looks to each of these officers as the personnel officer for the entire teaching service in his division of the school system. To each of them is committed the general control of routine organization in both secondary and elementary schools.

The central control and direction of military training in the high schools resides in these officials.

They are charged with the authorization of persons to be used in substitute service.

Under the direction and authority of the superintendent, they must adjust numberless questions rising in the administration of the school system.

They must meet in informal and formal conference the heads of various branches of the service in both the elementary and secondary schools for the determination of joint recommendations to the superintendent.

They must prepare formal orders to be submitted to the superintendent for his approval, finally to be placed before the Board of Education.

They must gather information in regard to the detail needs of the school system and make recommendations to the superintendent for changes and extensions based upon such information.

They must assume general administrative responsibility for the proper housing, equipment, and teaching conditions in every branch of the school service.

They must keep the superintendent constantly informed of the needs brought to their attention which are beyond their power immediately to correct.

They must, of necessity, have large contact and conference with the public and with the patrons of the schools in matters brought by appeal from the local school authorities.

The assistant superintendent in charge of divisions 10 to 13 must represent the desires and ideals of his people in bringing before the superintendent proposals for changes and extensions in the work of the schools committed to his direction.

The purposes of the proposed reorganization are to relieve these officials of purely business functions and to extend their effectiveness by supplying additional officials who will assume immediate direction of the activities of the elementary schools. This change will make it possible for these officers to assume larger duties in supervision, direction, and as intimate advisors to the superintendent of schools.

Under the proposed readjustment of responsibilities each first assistant superintendent should be assigned:

(a) Organization, administration, and supervision of high schools, manual-training schools, and normal schools.

(b) Organization, administration, and supervision of junior high schools.

(c) Supervision of high-school cadets.

(d) Personnel officer for all schools in his respective divisions.

(e) Supervise the work of other assistant superintendents under direction of the superintendent.

(B) AN ASSISTANT SUPERINTENDENT FOR BUSINESS AFFAIRS.

I recommend the immediate appointment of an assistant superintendent in charge of business affairs at a salary of \$4,500 per year. He should have entire charge of the business affairs of the Board of Education, under the immediate direction and supervision of the superintendent of schools.

The character of service to be rendered is indicated by the following assignments:

(a) To direct the work of the office of finance and accounts. (Now under the immediate supervision and direction of the superintendent of schools.)

(b) To purchase all new furniture for the equipping of new buildings and for the replacement of furniture in old buildings. (Now purchased by assistant superintendent for divisions 1 to 9.)

(c) To direct the repairs and alterations of all public-school buildings. (Now directed by the supervisor of manual training, not because it has any relation to his functions as supervisor of manual training but because the superintendent has found it wholly impossible personally to look after the details involved.)

(d) To purchase all books and educational supplies for the school system. (Now purchased by the director of intermediate instruction, although there is no reason why that officer should have anything to do with the business affairs of the school system.)

(e) To assist in the preparation of school estimates. (Now prepared largely by the superintendent of schools.)

(C) AN ASSISTANT SUPERINTENDENT FOR EDUCATIONAL RESEARCH.

I recommend the immediate appointment of an assistant superintendent for educational research, at a salary of \$4,500. He should carry on a continuous scientific study of the school system in the interests of efficiency. It would be his function:

(a) To conduct general intelligence tests for the purpose of aiding in the educational classification of pupils.

(b) To conduct standard tests of pupils in order to measure scientifically their progress from grade to grade as a means of improving instruction.

(c) To study and interpret the school census returns as a basis of determining the location of future buildings.

(d) To study school enrollments as a means of utilizing the school buildings to their full capacity.

(e) To study pupil-hour costs of the school system.

(f) To study promotion, nonpromotion, and retardation, and other similar educational problems.

(D) ASSISTANT SUPERINTENDENTS FOR ELEMENTARY EDUCATION AND EDUCATIONAL EXTENSIONS.

I recommend that, as opportunities present themselves through vacancies among the supervising principals and other corresponding officers, two assistant superintendents for elementary education and educational extensions be appointed—one for divisions 1 to 9 and the other for divisions 10 to 13. These assistant superintendents will work under the immediate and exclusive direction of their respective assistant superintendents and the superintendent of schools. Their assignments would be somewhat as follows:

(a) Organization, administration, and supervision of elementary schools. As such they would supervise the work of teachers, teaching principals, administrative principals, and supervising principals.

(b) Supervision and direction of the following directors: Kindergarten, primary instruction, manual training, drawing, music, domestic science, and domestic art.

(c) Supervise, coordinate, and direct the following special activities: Summer schools, night schools, Americanization schools, community centers, playgrounds, and specialized activities.

In addition to the above functions, the assistant superintendent serving in divisions 10 to 13 should also act in an ex officio capacity as executive secretary of the separate board of examiners for divisions 10 to 13 without additional compensation.

(E) ADMINISTRATIVE PRINCIPALS.

I recommend the continuance and further development of the policy which has been in operation for some years of providing an administrative principal, largely free from teaching, for each elementary-school building with 16 rooms or more, or for a group of buildings of the same size.

Of all the recommendations contained in this section of the report this recommendation probably is the most important. It is important that administrative principals should be legally established and

should have an appropriate salary schedule established for them. It is of much greater importance, however, because so many other developments of the school system are contingent upon such authorization.

The junior high school has been established in Washington. Two are already in operation and two others are to be built with money already appropriated. Successful operation of junior high schools depends in large part upon the reorganization of the elementary-school system. That reorganization can not take place without doing financial and professional injustice to many principals under the present salary provisions for administrative teaching principals.

The present system of paying administrative and teaching principals for teaching and giving them session-room pay in accordance with the number of classes in the school must be abolished, if the school system is to be reorganized without serious injustice to persons concerned. With a salary provided for administrative principals, it will be possible to increase the effectiveness of the organization of the school system and also to improve the character of the local supervision of administrative and elementary education.

(F) EXECUTIVE SECRETARIES.

I recommend that several larger salaries be provided for those clerical employees in the central offices of the Board of Education who, by the nature of their work, must possess the ability to take charge of the work of an office and supervise the work of other employees. Salaries heretofore provided for the clerical staff of the Board of Education have been, for the most part, of that grade which contemplates only reasonable proficiency in clerical work directed by others.

Effectiveness of the higher-paid officers will be materially increased through the comparatively small increase of salary necessary to secure persons competent to take charge of the business of an office. Such higher salaries should be provided for the secretary of the Board of Education, for the chief accountant, for the secretary to the superintendent of schools, for each of the secretaries to the assistant superintendents of schools, and for the statistician of the Board of Education. Each of these clerks is in charge of an independent office, must be qualified to meet the public, transmit business in the absence of the official, and must be qualified to carry on without continual direction the supervision and work of the office. To satisfactorily discharge such functions more than stenographic training is required. It requires broad general training, a background of experience, and certain personal qualities which are not adequately paid for with the ordinary salary of a clerk now provided.

2. SCHOOL CENSUS AND NEW COMPULSORY ATTENDANCE LAW.

NO CENSUS OF CHILDREN.

The absence of any census of pupils of school age in the District of Columbia makes it impossible for the school authorities to make suitable preparation for accommodating pupils who are applying for a public education in increasing numbers. No record exists showing the children of school age who reside in the District of Columbia and who are required by law to attend school.

PRESENT ATTENDANCE LAW INADEQUATE.

The present compulsory school-attendance law in the District of Columbia is inadequate. It requires pupils to attend school only from 8 to 14 years of age. It does not require completion of any specified amount of education before the pupil may leave school. Any pupil may leave school at 14 years of age no matter how little schooling he has received. Children may be absent three out of every four days and successfully evade the penalties of the present law.

A compulsory school attendance and school-census bill has been introduced simultaneously in the Senate and House. Favorable action has already been taken upon the bill by the Senate District Committee, and the bill is on the calendar of the Senate to be considered on District day. The bill is at present before the House committee.

This bill should be formally enacted into law, not only in order that a better compulsory attendance law may become effective as soon as possible, but more particularly in order that the results of a comprehensive school census may be provided, to the end that such information shall be available as soon as possible for use in connection with the development of a comprehensive building program. The following is a memorandum showing the provisions of the present compulsory school-attendance law and the corresponding provisions in the Capper-Focht bills now before Congress:

THE CAPPER-FOCHT COMPULSORY SCHOOL ATTENDANCE BILL FOR THE
DISTRICT OF COLUMBIA—S. 2040—H. R. 72.

[Memorandum prepared by the Superintendent of Schools, Frank W. Ballou.]

The following tabulation compares the fundamental provisions of the Capper-Focht bill with the provisions of the present compulsory education law (No. 203, approved June 8, 1906). The provisions of the present law are to be found in the first column and the corresponding provisions of the Capper-Focht bill in the second column. The topics follow the order of topics in the bill rather than the law. Page references are to Senate bill 2040.

I. COMPULSORY SCHOOL ATTENDANCE.

1. AGES OF ATTENDANCE.

Under present law.

From 8 to 14 years of age.

Under Capper-Focht bill.

From 7 to 16 years of age, except that—

(a) A child of 14 years or over who has completed grade 8 may obtain a work permit to be actually, legally, and regularly employed.—Art I, sec. 1, p. 1.

If a child between 14 and 16 years of age is not actually, legally, and regularly employed, he must attend school.—Art I, sec. 1, p. 1.

2. EDUCATIONAL STANDARD.

No amount of education specified; any child may leave school at 14 years of age, no matter how little schooling he has received. Such child is not even required to be at work, but may leave school to roam the streets.—Sec. 1.

A child 14 years old must have completed grade 8 or remain in school until his sixteenth birthday.

This law establishes an educational standard of an elementary school education for most pupils.—Art. I, sec. 1, p. 2.

3. RECORDING ATTENDANCE.

No record of attendance of pupils is required by present law.

Rules of the Board of Education require the keeping of attendance records.

An accurate daily record of attendance is required of teachers in public, private, and parochial schools and of every private teacher.—Art. I, sec. 2, p. 2.

4. REPORTING ABSENTEES.

No report of absent pupils is required of public-school teachers or of private or parochial schools or of private teachers.—Sec. 2.

Attendance officers may act only after absence of three day sessions or six half-day sessions within period of five months.

Child may be absent three out of every four days and successfully evade present law.—Sec. 2.

Every principal or head teacher is required to report promptly to attendance department names and addresses of absentees.—Art. I, sec. 2, p. 2-3.

Absentee pupil is reported after two day sessions of absence or four half-day sessions of absence in any month.—Art. I, sec. 2, p. 3.

5. EXCUSING FROM ATTENDANCE.

If physical or mental condition renders instruction inexpedient or impracticable.—Sec. 1.

If unable mentally or physically to profit from attendance provided that—

(a) He may be required to attend special classes for such pupils.—Art. I, sec. 2, p. 3.

6. VALID EXCUSES FOR ABSENCE.

No provisions.

Board of Education required to define valid excuses for absence.—Art. I, sec. 2, p. 3.

II. SCHOOL CENSUS.

1. AGES OF ENUMERATED CHILDREN.

No school census is now taken. Hence no record exists showing the children of school age who reside in the District and who are required by law to attend school.

Census of all children between 3 and 18 years of age.—Art II, sec. 1, p. 3.

Knowledge of children in District of Columbia 3 or 4 or 5 or 6 years of age will make possible suitable preparation for receiving them into school.

Eighteen years is fixed as upper limit of enumeration, because it is the approximate age of completing high school.

This census record will make it possible to enforce the school-attendance law.

2. INFORMATION SECURED.

None.

Full name, address, race, sex, date, and place of birth, school attended, or name and address of employer, and name, address, and occupation of parents or guardian.—Art. I, sec. 1, p. 4.

3. KEEPING CENSUS UP TO DATE.

None.

Enrollment or discharge of pupils from public, private, or parochial school or by private teacher to be reported to attendance department.—Art. II, sec. 1, p. 4.

III. DEPARTMENT OF SCHOOL ATTENDANCE AND WORK PERMITS.

1. OFFICERS FOR ENFORCEMENT OF ACT.

Two truant officers, at \$600 per year each. (Actually carried in appropriations act; 9 attendance officers.)

Two inspectors in child-labor office assigned from police department, which is already undermanned.

Probation officers under juvenile court.—Sec. 4.

Director, attendance officers, inspectors, clerks, and other assistants.

Except director, all to be appointed on merit as result of competitive examinations.—Art. III, sec. 1, pp. 6-7.

2. CHILD-LABOR OFFICE TRANSFERRED.

Child-labor office now functions directly under the superintendent of schools.

Inspectors under child-labor law assigned from police department.

Child-labor office is consolidated with new department of school-attendance and work permits and operates under direct supervision of the director, and finally under superintendence of schools.—Art. III, sec. 1, p. 7.

Inspectors under child-labor law to be appointed hereafter by Board of Education.—Art. III, sec. 1, p. 7.

By this consolidation closely related work of enforcing school attendance and issuing working certificates will be coordinated and made more effective.

3. AUTHORITY OF NEW DEPARTMENT.

All authority under child-labor law and under compulsory school attendance is conferred on director and his staff, such as—

- (a) Entering places of business.
- (b) Access to records of schooling, birth, etc.
- (c) Authority to administer oath.

4. COOPERATION IN ENFORCEMENT.

Police officers, juvenile court probations officers, and all other law-enforcing officers to report violations of the act to the director of school attendance and work permits.—Art. III, sec. 3, p. 8.

5. JURISDICTION.

Juvenile court had jurisdiction over cases arising under child-labor law, truancy, and incorrigibility.

Police court has jurisdiction over cases arising under compulsory attendance law.—Sec. 2.

Juvenile court given jurisdiction over all cases.—Art. III, sec. 4.

6. COSTS AND APPROPRIATIONS.

Attendance office:

Chief attendance office—	
1, at \$1,080-----	\$1,320
1, at \$960-----	1,200
Attendance officers—	
7, at \$900-----	7,980
Clerks—None.	
Child-labor office:	
1 chief clerk-----	1,240
1 stenographer-----	1,260
2 police inspectors, at \$1,900-----	3,800
	<hr/>
	16,300

Department of school attendance and work permits:

1 director, at basic salary of-----	\$2,400
2 chief attendance officers, at \$1,800-----	3,600
11 attendance officers, at \$1,200-----	13,200
4 child-labor and census inspectors, at \$1,500-----	6,000
1 work-permit clerk, at \$1,800-----	1,800
2 stenographers—	
1, at \$1,500-----	1,500
1, at \$1,200-----	1,200
	<hr/>
	29,700

The Capper-Focht compulsory education bill calls for an appropriation of \$30,000. The basis of that estimated cost is indicated below.

The present cost of administering the attendance office and child-labor office is, as indicated above, \$16,800. Deducting this amount from the \$30,000 appropriated in this act, an increase in appropriations of \$13,200 is shown. The following facts should be noted in connection with this increase:

1. A justifiable increase of compensation is provided for the attendance officers and child-labor clerk, as it is proposed to fix the salaries of attendance officers at \$1,200. Attention is called to the fact that the reclassification commission fixed the salaries of attendance officers at \$1,500 each.

2. A justifiable increase in compensation is provided for the child-labor clerk, who becomes under the new law work-permit clerk. Through an oversight, her salary was not adjusted when the salaries of all other employees were

readjusted. She now receives, including the bonus, \$1,240. This is a responsible position and it is proposed to fix the salary at \$1,800. The reclassification commission fixed the salary of this employee at \$1,810.

3. The number of attendance officers is increased from the present inadequate number of 7 to 11, or 1 for each of the geographical districts of the District of Columbia, under a supervising principal. The present number of attendance officers has been found to be inadequate to administer satisfactorily the present unsatisfactory compulsory attendance law.

4. The attendance officers will hereafter be required to establish relationship with the high schools in addition to their present relationship to the elementary schools, in order that they may look after pupils in high schools who are under 14 years of age.

5. The clerical staff is increased by only one stenographer. Two stenographers for the office of school attendance and work permits, involving, as it must, a large amount of detailed clerical work, is a minimum number with which this new office can be properly organized and operated.

6. Four child-labor and census inspectors are provided for. The two policemen, at \$1,900 each, have served as child-labor inspectors heretofore, their pay being from the police department and not from the board of education. Two additional child-labor and census inspectors are asked for; \$1,500 each will be the salary of each of the four inspectors, rather than \$1,900 each for the two policemen, as heretofore.

7. Finally, attention is called to the fact that all salaries suggested here coming out of the \$30,000 are lower than corresponding salaries prevailing in other cities for work of a similar nature. In general, they are lower than the salaries recommended in the reclassification commission report.

3. FREE TEXTBOOKS AND EDUCATIONAL SUPPLIES FOR ALL PUPILS.

Free public education for all has become an accepted principle in American education. No tuition fees are required for elementary or high school pupils, but rather public education is supported by public taxation. In many States the State universities supply out of public funds collegiate and university training. The acceptance of the principle of public support for public education illustrates the faith of the people in the value of education in a democracy. The public-school system of the Nation's Capital should reflect that faith and should exemplify that principle.

FREE TEXTBOOKS FOR ELEMENTARY-SCHOOL PUPILS NOW.

For years textbooks and educational supplies have been provided the pupils of the District of Columbia without charge. Annually a sum of money is appropriated for this purpose. There is no law providing free textbooks and educational supplies for elementary-school pupils. The authority for furnishing free textbooks and educational supplies is given the Board of Education each year in the appropriation act.

HIGH-SCHOOL PUPILS SHOULD ALSO HAVE FREE EDUCATION.

In the District of Columbia textbooks and educational supplies are not furnished high-school pupils, but they must be purchased by the pupils. Many parents find this expenditure a real burden.

In view of the legislation which the Board of Education is seeking—to improve the compulsory attendance law—free textbooks and educational supplies for high-school pupils becomes of still greater importance. Pupils should be encouraged to continue longer their education through the high school. Free textbooks for all high-school pupils will decrease the burden placed upon parents by the attendance of their children at high schools. Moreover, the providing of free textbooks and educational supplies to high-school pupils will provide, in fact, free public education for the children of the District of Columbia.

I recommend that legislation be secured which shall provide by law free textbooks and educational supplies for pupils in kindergartens, elementary schools, and high schools of the District of Columbia.

4. ANNUAL SUBSTITUTE TEACHERS.

In the best-regulated school system, a considerable number of absences of teachers must be expected and prepared for. With the present comparatively low compensation of teachers and the correspondingly low compensation for substitute service, the school authorities have found it impossible to provide as competent substitutes as the school children are entitled to.

COMPENSATION AT \$1,200 PER YEAR.

Accordingly, the superintendent recommends the establishment of the rank of annual substitute teacher for elementary schools, who should qualify for said position by meeting such eligibility requirements as the Board of Education may prescribe. Said substitute teachers should be appointed to service by the superintendent of schools in the same manner that other teachers are appointed and should receive compensation not to exceed \$1,200 per year.

TWENTY-FIVE RECOMMENDED.

A sufficient number of annual substitute teachers should be appropriated for annually to take care of approximately the minimum number of substitutes necessary at any time during the school year to fill the places of teachers who are absent. When the services of annual substitute teachers are not needed for substitute work, they

should be employed in special coaching work which may legitimately be found in any school building of the District of Columbia. I recommend that an appropriation of \$30,000 be made to provide for the employment of 25 such annual substitute teachers.

DEDUCTIONS FOR ABSENCE TO REVERT TO TREASURY.

The annual compensation of such teachers should be provided through appropriations. Deductions from salaries of teachers whose places are taken by the annual substitute teachers should be made in accordance with a schedule prepared by the Board of Education. The money deducted from the salary of such teachers should revert to the United States Treasury to the credit of the District of Columbia.

The amount of money actually spent would be less than \$30,000 by the amount deducted from the compensation of teachers who are absent.

5. ENLARGED BOARD OF EXAMINERS.

The organic act of June 20, 1906, reorganizing the public-school system of the District of Columbia provides for boards of examiners for the examination of prospective teachers—one for the white schools and the other for the colored schools. The law provided further that each of these boards should consist of the superintendent of schools as chairman and two heads of departments in the high schools of the respective divisions. The members of the boards of examiners serve without additional compensation.

When these boards of examiners were created their work had to do largely with examinations for high schools rather than for elementary schools. The local normal schools were then providing a comparatively larger proportion of the elementary-school teachers needed than they are now furnishing.

In appointing the heads of departments to serve on the respective boards of examiners, the superintendent is limited in his selection. In the white schools there are eight heads of departments from among whom to make a selection. In the colored schools there are only six heads of departments. The board of examiners for the white schools has had no change in the personnel of the heads of departments serving upon that board since the board was organized in 1906.

WORK OF BOARDS IMPORTANT.

The work of the boards of examiners is of paramount importance. These boards of examiners must pass upon the qualifications and educational proficiency of all teachers for their respective divisions

who come into our service who are not graduates of local normal schools. The members of the boards of examiners, therefore, must be educational experts. They must not only know our own school system but they must keep in close touch with educational thought and educational movements throughout the country. They must be prepared to give educational information in response to a great variety of inquiries. In passing upon the educational preparation of prospective teachers, they must also study and evaluate the work of many educational institutions.

SCOPE OF WORK OF BOARDS.

The scope of the work of the board of examiners for white schools is indicated in the following table, which shows the number of examinations and the number taking the examinations since 1906. It is to be specifically noted that for the first seven or eight years the number of examinations prepared and given did not exceed approximately 25. Since that time, however, or beginning with the year 1916, the number of examinations has increased eightfold. In the year 1918-19 219 different examinations were organized and conducted by this board.

Examinations by board (white).

Year.	Day high schools.		Day elementary schools.		Night schools.		Total.	
	Number of examinations.	Number taking examinations.	Number of examinations.	Number taking examinations.	Number of examinations.	Number taking examinations.	Number of examinations.	Number taking examinations.
1906-7.....	12	143	7	33	.....	.....	19	176
1907-8.....	14	142	12	66	.....	.....	26	208
1908-9.....	10	90	8	88	.....	.....	18	178
1909-10.....	5	69	5	42	.....	.....	10	111
1910-11.....	6	89	3	47	.....	.....	9	136
1911-12.....	3	48	2	5	.....	.....	5	53
1912-13.....	6	66	4	42	.....	.....	10	108
1913-14.....	3	45	2	24	.....	.....	5	69
1914-15.....	4	83	2	37	.....	.....	6	120
1915-16.....	4	101	1	15	.....	.....	5	116
1916-17.....	11	102	22	73	13	60	46	235
1917-18.....	20	116	37	107	15	60	72	283
1918-19.....	49	124	84	272	86	141	219	537
1919-20.....	40	173	113	278	52	141	205	592
1920-21.....	4	105	7	234	6	120	127	1,679
Total.....	191	1,496	309	1,363	172	522	782	3,401

¹ Includes 110 emergency examinations, which have not been classified into high, elementary, and night schools.

Examinations by board (colored).

The following table shows the number of candidates examined by this board since 1906, arranged by high schools, elementary schools, night schools, and by totals:

Year.	Number taking high-school examinations.	Number taking elementary examinations.	Number taking night-school examinations.	Number taking special examinations.	Total.
1906-7.....	25	25	.....	.....	50
1907-8.....	23	40	.....	.....	63
1908-9.....	34	50	.....	.....	84
1909-10.....	6	3	.....	.....	9
1910-11.....	.....	3	.....	.....	3
1911-12.....	4	1	.....	.....	5
1912-13.....	32	18	.....	.....	50
1913-14.....	27	2	23	.....	52
1914-15.....	19	20	30	.....	69
1915-16.....	38	12	4	.....	54
1916-17.....	35	53	2	.....	90
1917-18.....	16	19	7	22	64
1918-19.....	29	20	3	24	76
1919-20.....	52	18	5	46	121
1920-21.....	104	27	.....	48	179
Total.....	444	311	74	140	969

Since 1906 the work of the board of examiners has greatly increased in scope and complexity. The boards of examiners are now asked to prepare examinations in a much larger number of different activities than in 1906. Another important aspect of this matter which should not be overlooked is the fact that as the number of high-school pupils increases the number of teachers of the various subjects also increases. This results in a material increase in the amount of work which each one of the heads of departments is expected to perform as a head of department. The head of department of English who serves as a member of the board of examiners for the white schools is charged by law with the responsibility for supervising and directing the work of more than 65 teachers of English. This in itself is a task which ought to take the complete time of a head of department. Instead, however, at least two-fifths of the time of the head of department of English is devoted to the work of the board of examiners.

RECOMMENDATIONS FOR ENLARGED BOARDS.

The superintendent, therefore, is of the opinion that the boards of examiners should be reorganized so that they will be better able to discharge the functions now placed upon them. This can be done only through the repeal of section VI of the organic act of 1906. This legislation ought to be secured in connection with the salary legislation. Specifically, the superintendent makes the following recommendations:

1. That each board of examiners consist of the superintendent of schools as chairman, together with not less than four nor more than six other school employees. This will give the superintendent a larger group of officers and teachers from whom to select the membership of the boards of examiners. It will likewise increase the size

of the board, so that the burdens will not fall so heavily on a few persons. Moreover, it will increase the personnel so that official visits to the schoolrooms of teachers who desire to come to Washington will be a possibility.

2. That an executive secretary for the boards of examiners for the first nine divisions be employed at the same salary as a high-school principal. The other members of the board should serve *ex officio* without additional compensation.

3. That the additional assistant superintendent that is proposed for elementary education and educational extensions for divisions 10 to 13 shall act *ex officio* as executive secretary of the separate board of examiners for divisions 10 to 13 without additional compensation.

6. INCREASED APPROPRIATIONS FOR NEEDED EDUCATIONAL EXTENSIONS.

Every efficient school system must meet its educational responsibilities. As public opinion approves a new educational undertaking, the school system must make suitable provision for that undertaking. From time to time the Board of Education of the District of Columbia, in response to public opinion, has added new educational activities. They have been added only after convincing evidence of their worthiness has been presented to the board. Appropriations have been made for them only after the appropriations committees of Congress have been convinced of their desirability.

In the following pages the superintendent indicates 10 additional educational activities which have thus come into the school system. Such educational work is now carried on in every large city school system. There can be no debate as to its desirability. And yet the amount of money at present appropriated for each item makes it impossible for the Board of Education to meet adequately the local educational needs. Each item will be briefly discussed.

(A) VACATION SCHOOLS.

Vacation schools are mainly for the purpose of providing an opportunity for pupils to make up subjects during the summer in which they are deficient, in order that they may not have to repeat a half year or year of work in the regular term. The vacation schools are also, in a lesser way, undertaking to provide opportunities for pupils to take advanced work, in order that they may secure double promotion.

The vacation schools not only represent a desirable educational activity, but they are a real asset financially. Every pupil who, by attending summer school, avoids repeating a half year or a year's work, completes his elementary-school course a half year or a whole year sooner. This means a saving to the city of the cost of a half

year or a year of elementary instruction. The money expended for vacation schools really saves the expenditure of larger amounts of money for children who repeat.

The appropriations for vacation schools should be largely increased in order that such schools may be established in larger numbers in different parts of the city. From year to year the Board of Education has requested a larger appropriation for this work. The Board of Education has sought to increase the appropriations for this purpose, as indicated in the following tabulation:

Year.	Board's estimates.	Allowed by the commissioners.	Appropriated by Congress.
1920.....	\$18,000	\$18,000	\$14,000
1921.....	25,000	25,000	20,000
1922.....	25,000	20,000	20,000

(B) EVENING SCHOOLS.

The evening schools provide an opportunity for persons in Government employment and for young men and women who, for one reason or another, were obliged to leave school early to secure additional education. The increase in number of pupils attending the evening schools in the District of Columbia has been regular and consistent. The increase in attendance was so great and so unexpected that a deficiency of \$25,000 was provided in 1918, a deficiency of \$12,000 in 1919, a deficiency of \$25,000 in 1920, and a deficiency of \$30,520.06 in 1921. After careful consideration, the Board of Education has requested regularly from year to year an increase in the appropriation for evening schools.

The Board of Education believes that it is not discharging its full responsibility under the law for providing an efficient system of education unless it is able with the appropriations furnished to meet the educational demands made upon it by those desiring to secure appropriate education in the evening schools. The board actually has \$15,000 less for evening schools in 1922 than was expended in 1920. The board will not ask for a deficiency.

The following tabulation shows the board's estimates, the amount allowed by the commissioners, and the appropriations made by Congress during the past three years:

Year.	Board's estimates.	Allowed by the commissioners.	Appropriated by Congress.
1920.....	\$56,000	\$56,000	¹ \$54,000
1921.....	71,000	71,000	² 65,000
1922.....	86,000	86,000	80,000

¹ Deficiency of \$25,000 later authorized.² Deficiency of \$30,520.06 later authorized.

of the board, so that the burdens will not fall so heavily on a few persons. Moreover, it will increase the personnel so that official visits to the schoolrooms of teachers who desire to come to Washington will be a possibility.

2. That an executive secretary for the boards of examiners for the first nine divisions be employed at the same salary as a high-school principal. The other members of the board should serve *ex officio* without additional compensation.

3. That the additional assistant superintendent that is proposed for elementary education and educational extensions for divisions 10 to 13 shall act *ex officio* as executive secretary of the separate board of examiners for divisions 10 to 13 without additional compensation.

6. INCREASED APPROPRIATIONS FOR NEEDED EDUCATIONAL EXTENSIONS.

Every efficient school system must meet its educational responsibilities. As public opinion approves a new educational undertaking, the school system must make suitable provision for that undertaking. From time to time the Board of Education of the District of Columbia, in response to public opinion, has added new educational activities. They have been added only after convincing evidence of their worthiness has been presented to the board. Appropriations have been made for them only after the appropriations committees of Congress have been convinced of their desirability.

In the following pages the superintendent indicates 10 additional educational activities which have thus come into the school system. Such educational work is now carried on in every large city school system. There can be no debate as to its desirability. And yet the amount of money at present appropriated for each item makes it impossible for the Board of Education to meet adequately the local educational needs. Each item will be briefly discussed.

(A) VACATION SCHOOLS.

Vacation schools are mainly for the purpose of providing an opportunity for pupils to make up subjects during the summer in which they are deficient, in order that they may not have to repeat a half year or year of work in the regular term. The vacation schools are also, in a lesser way, undertaking to provide opportunities for pupils to take advanced work, in order that they may secure double promotion.

The vacation schools not only represent a desirable educational activity, but they are a real asset financially. Every pupil who, by attending summer school, avoids repeating a half year or a year's work, completes his elementary-school course a half year or a whole year sooner. This means a saving to the city of the cost of a half

year or a year of elementary instruction. The money expended for vacation schools really saves the expenditure of larger amounts of money for children who repeat.

The appropriations for vacation schools should be largely increased in order that such schools may be established in larger numbers in different parts of the city. From year to year the Board of Education has requested a larger appropriation for this work. The Board of Education has sought to increase the appropriations for this purpose, as indicated in the following tabulation:

Year.	Board's estimates.	Allowed by the commissioners.	Appropriated by Congress.
1920.....	\$18,000	\$18,000	\$14,000
1921.....	25,000	25,000	20,000
1922.....	25,000	20,000	20,000

(B) EVENING SCHOOLS.

The evening schools provide an opportunity for persons in Government employment and for young men and women who, for one reason or another, were obliged to leave school early to secure additional education. The increase in number of pupils attending the evening schools in the District of Columbia has been regular and consistent. The increase in attendance was so great and so unexpected that a deficiency of \$25,000 was provided in 1918, a deficiency of \$12,000 in 1919, a deficiency of \$25,000 in 1920, and a deficiency of \$30,520.06 in 1921. After careful consideration, the Board of Education has requested regularly from year to year an increase in the appropriation for evening schools.

The Board of Education believes that it is not discharging its full responsibility under the law for providing an efficient system of education unless it is able with the appropriations furnished to meet the educational demands made upon it by those desiring to secure appropriate education in the evening schools. The board actually has \$15,000 less for evening schools in 1922 than was expended in 1920. The board will not ask for a deficiency.

The following tabulation shows the board's estimates, the amount allowed by the commissioners, and the appropriations made by Congress during the past three years:

Year.	Board's estimates.	Allowed by the commissioners.	Appropriated by Congress.
1920.....	\$56,000	\$56,000	¹ \$54,000
1921.....	71,000	71,000	² 65,000
1922.....	86,000	86,000	80,000

¹ Deficiency of \$25,000 later authorized.² Deficiency of \$30,520.06 later authorized.

(C) KINDERGARTENS.

The kindergarten is recognized generally throughout the country as an indispensable part of the system of public education. In the elementary schools of the District of Columbia there are 89 kindergartens. The superintendent believes that there should be a kindergarten associated with every elementary school. The extension of the system of kindergartens, however, must await additional schoolhouse accommodations. This is a desirable development of the school system which should be undertaken as soon as additional buildings make it possible.

The appropriations for additional kindergartens during the past three years have been as follows:

Year.	Board's estimates.	Allowed by the commissioners.	Appropriated by Congress.
1920.....	\$2,400	\$2,400	\$2,400
1921.....	2,400	2,400	2,400
1922.....	3,000	3,000	2,400

(D) MEDICAL INSPECTION.

The physical welfare of pupils is a matter of so much importance that the superintendent has devoted a section of this report exclusively to that general subject. He desires, however, to record here his opinion that the appropriations for carrying on medical inspection must be largely increased if the Board of Education is to do appropriately the work which ought to be done by this department. For a number of years the Board of Education has sought to increase the total appropriations which cover the work of the medical inspectors, the dentists, and the school nurses.

The Board of Education receives annually requests from different sections of the city for the establishment of dental clinics, nutrition clinics, and more thoroughgoing service which is rendered by school physicians, school nurses, and school clinics. The Board of Education believes that this is a need which should be met and hopes that appropriations may be increased to make possible such service to the children of the District.

The following tabulation shows the board's estimates, the amount allowed by the commissioners, and the appropriations made by Congress during the past three years:

Year.	Board's estimates.	Allowed by the commissioners.	Appropriated by Congress.
1920.....	\$58,200	\$48,400	\$33,700
1921.....	49,720	37,300	33,700
1922.....	80,000	42,000	33,700

(E) PLAYGROUNDS, CARE AND SUPERVISION.

Play is an essential part of the school life of every child. The theory underlying the establishment of the kindergartens is based on the play instincts of children, and the kindergarten attempts to develop those instincts educationally. Adequate playgrounds should constitute an indispensable part of the equipment of every school.

Appropriations should provide for the repair and upkeep of the school playgrounds which have been established, for the fitting up of other yards which have not yet been put into condition for playground purposes, and for the supervision of the children at play after school hours, while the schools are in session, and during the vacation periods.

The following tabulation shows the board's estimates, the amount allowed by the commissioners, and the appropriations made by Congress during the past three years:

Year.	Board's estimates.	Allowed by the commissioners.	Appropriated by Congress.
1920.....	\$6,870	\$4,500	\$3,000
1921.....	4,800	4,800	3,000
1922.....	6,400	6,400	5,400

(F) TEXTBOOKS AND EDUCATIONAL SUPPLIES.

Free textbooks and educational supplies are now furnished pupils in the elementary schools. The amount appropriated by Congress during the past several years has been far less than is necessary for this purpose. With the appropriations available it has been impossible to buy the newly adopted textbooks which have been authorized for use by the Board of Education. The limited funds available have made it necessary to continue to use out-of-date books and to use dilapidated books which are unfit for further use.

For a number of years the Board of Education has sought to increase the appropriations for this purpose as is indicated in the following tabulation:

Year.	Board's estimates.	Allowed by the commissioners.	Appropriated by Congress.
1920.....	\$80,000	\$80,000	\$80,000
1921.....	90,000	90,000	¹ \$5,000
1922.....	130,000	115,000	100,000

¹ Deficiency of \$15,000 later authorized.

(G) SCHOOL GARDENS.

The schools of Washington have taken a leading place in the development of school gardening as a part of the education of the

children. The resources of the Department of Agriculture have been freely placed at the disposal of the school authorities and much that has been achieved is the result of the very hearty cooperation of that department. Perhaps the largest factor in the success of this work in the District of Columbia, however, has been Mrs. Susan S. Alburdis, a teacher in the Wilson Normal School, who has been employed as director of school gardens at the nominal sum of \$1 a year for a long period of years. The Board of Education has attempted to create a directorship in this department, but has been unsuccessful. The surprising amount of work which has been done with the limited appropriation of approximately \$4,000 per year is sufficient evidence of the interest on the part of the public, of the pupils, and of the school authorities to warrant the establishment of this work on a more comprehensive and satisfactory basis.

The following tabulation indicates the requests of the Board of Education for funds, the allowance by the commissioners, and the appropriations by Congress from year to year.

Year.	Board's estimates.	Allowed by the commissioners.	Appropriations by Congress.
1920.....	\$4,000	\$4,000	\$4,000
1921.....	14,500	4,000	3,000
1922.....	5,000	4,000	3,000

(H) MANUAL TRAINING.

Manual training has long been recognized as an indispensable means of training in the public schools. It provides an opportunity for training of the hands as well as the mind. It has been one of the means provided in the public schools for emphasizing the fact that not all education is acquired from books. It has for a long time occupied a place in the curriculum of the elementary schools and the high schools of the District of Columbia.

With the present cost of materials for this work the present appropriations have been inadequate to carry on the work even as effectively as it has been carried on in the past. No extensions of the work have been possible with the present financial resources of the Board of Education. Indeed, it is at present impossible to carry out the course of study in manual training as outlined by the Board of Education with the present financial resources.

The following tabulation indicates the requests of the Board of Education for funds, the allowance by the commissioners, and the appropriations by Congress during the past three years:

Year.	Board's estimates.	Allowed by the commissioners.	Appropriated by Congress.
1920.....	\$90,000	\$90,000	\$45,000
1921.....	60,000	50,000	45,000
1922.....	90,000	60,000	45,000

(I) AMERICANIZATION SCHOOLS.

Since 1920 appropriations have been made for carrying on Americanization work and giving instruction to foreigners of all ages not only in the day schools but in night schools and summer schools. This work is in charge of a principal, who gives full time to this work during the day, evening, and the vacation period.

Annually patriotic organizations have rendered large financial assistance to the Board of Education in carrying on this work. The superintendent believes that the need for this work has been clearly demonstrated and that the appropriations for it should be materially increased.

The following tabulation indicates the requests of the Board of Education for funds, the allowance by the commissioners, and the appropriations by Congress during the past three years:

Year.	Board's estimates.	Allowance by the commissioners.	Appropriated by Congress.
1920.....	\$15,000	\$15,000	\$12,500
1921.....	28,500	28,500	14,500
1922.....	31,500	15,500	14,500

(J) PREVOCATIONAL EDUCATION.

Three prevocational schools have been established by the Board of Education. They are for the purpose of providing an introductory training for those boys and girls who for various reasons find it necessary or desirable to leave school before the high-school period. It is not the purpose of these schools to teach a trade; it is their purpose to provide some insight into and training for some of the commercial or industrial pursuits which they will likely enter upon leaving school at 14, 15, or 16 years of age.

These schools were established on the theory that the school system should prepare pupils to leave school as well as prepare them to continue their education in school. If boys and girls are to be suitably prepared for various kinds of activities in commercial and industrial life, the school system must provide that training. The limited number of such schools now organized makes it impossible to bring such training to all sections of the city. The number of such schools

should be increased at an early date. The Board of Education awaits increased appropriations for that purpose.

No special appropriation for prevocational education has been requested since the appropriations for this work are carried in the appropriations for manual training, textbooks and supplies, contingent expenses, and teachers' salaries.

SUMMARY.

In the estimates of the school budget, the Board of Education asks for appropriations for real needs. In all cases the board carefully weighs, sifts, and reduces the requests of school officers for appropriations. The budget of the board of education as submitted to the commissioners represents a budget which has already been materially pared down. The board of education does not prepare its estimates with the expectation of their being reduced. These estimates as presented represent a call for money to serve real needs.

The Board of Education fully understands the limitations under which the Board of Commissioners must prepare the budget for the District of Columbia. The school authorities appreciate the very sympathetic and helpful attitude of the members of the Board of Commissioners in undertaking to assist the Board of Education in securing the funds necessary for carrying on the work of the school system. The school authorities believe that the commissioners are rendering every possible assistance under their present limitation.

The figures presented in the preceding pages showing the original estimates of the Board of Education, the estimates submitted by the commissioners to Congress, and the appropriations made by Congress, clearly indicate that the appropriations fall materially short of the original estimates of the Board of Education, and also in many cases considerably short of the estimates submitted by the commissioners. The board has adopted and will continue to follow the policy of presenting to the commissioners conservative estimates and hopes that the commissioners and the Congress will likewise adopt the policy of accepting the judgment of the Board of Education more nearly at its face value.

7. INCREASED APPROPRIATIONS NEEDED FOR UPKEEP, PERMANENT IMPROVEMENTS TO BUILDINGS, AND PERMANENT EQUIPMENT.

The school buildings and equipment in the District of Columbia represent an investment of millions of dollars. The Board of Education is made responsible for the care of school property. Through its officials the board exercises every effort to preserve and improve the physical plant of the school system. However, the financial resources provided the Board of Education for this purpose do not

make it possible to keep the school buildings and equipment up to that degree of efficiency that good business practice would indicate to be essential. The condition of buildings and all permanent equipment in the schools has reached such a state that the Board of Education would feel derelict in duty if it did not call the attention of the commissioners and of Congress to some of those conditions.

The superintendent lists below six items for which substantial appropriations should be made at once:

(A) FOR IMPROVING THE LIGHTING OF SCHOOL BUILDINGS.

Many of the public-school buildings in the District of Columbia do not have artificial lighting. The buildings erected in recent years have been wired for electricity. In most cases fixtures have been provided for artificial light. It has long been a desire of the Board of Education to light with electricity all of the school buildings which require artificial lighting. There are many school buildings used for evening-school purposes now insufficiently lighted with gas which should be lighted with electricity. Moreover, there are certain other elementary-school buildings where artificial light is necessary on dark days.

Artificial lighting of school buildings in Washington should be universally provided for under normal conditions. The necessity for artificial lighting is greater because of the part-time instruction now made necessary in our schools owing to lack of satisfactory school accommodations. Under part-time instruction classes regularly are retained in the school building until 4.30 p. m. or even later. In the latitude of Washington artificial light after 3 o'clock during a considerable portion of the school year is a necessity.

I recommend that the Board of Education adopt a systematic policy of requesting the commissioners for a substantial item, say \$25,000 each year for a period of years, for the purpose of improving the lighting of the public-school buildings.

(B) FOR REPLACING THE EQUIPMENT OF THE MANUAL TRAINING HIGH SCHOOLS.

The McKinley Manual Training High School and the Armstrong Manual Training High School provide pupils with an intensive training in the manual arts. The McKinley Manual Training School was erected in 1902 and subsequently enlarged. It provides training for about 1,100 pupils. The Armstrong Manual Training High School was erected in 1902 and accommodates 300 pupils. Each of these schools has wood shops, foundries, and machine shops. These shops are equipped with machinery necessary for carrying on such work. Most of these machines have been in operation for a long period of time.

Some types of machines are now obsolete and should be replaced by up-to-date machinery. Other machines are worn out; they have been frequently repaired and have reached such a state that they are not dependable for school use.

I recommend that the Board of Education undertake to secure approval of estimates for the repair, replacement, and extension of the permanent equipment in the shops of manual training schools.

(C) FOR REPLACING EQUIPMENT IN COMMERCIAL DEPARTMENTS IN HIGH SCHOOLS.

The Board of Education has found it wholly impossible to keep in proper repair the permanent equipment of the public school buildings from the comparatively small contingent fund which has heretofore been provided from year to year. I submit herewith a statement submitted by Dr. A. L. Howard, head of the department of business practice in the high schools of the first nine divisions, relating to this subject.

It is desired to systematically provide each year an adequate sum of money for the efficient repair, renewal, and extension of this equipment. Our experience with school typewriters is that it is the most economical procedure to exchange a machine at the end of the third year. This is the practice with the best administered business concerns—those with efficiency bureaus. After the third year the exchange value of a machine drops rapidly and the cost of repair rises rapidly. It is patent that school machines get the hardest kind of usage notwithstanding the fact that the teachers teach and practice proper care. Raw, beginning, and constantly changing pupils of both day school and night school, or both regular school and summer school, learn to write upon them. This is most significant when we consider that these machines are delicate and costly and that the operators are lacking in responsibility and interest in their upkeep.

In the schools there are about 475 typewriters; 255 were purchased January, 1919; 2 or 3 have been purchased since; the remainder have been in use for varying periods, from three to eight years.

The sum asked should meet the immediate requirement at that time, and will make a fair start. The amount to be appropriated each subsequent year should not be so large. It should be estimated according to the need.

OFFICE TRAINING EQUIPMENT.

It is not necessary for me to present arguments to show that pupils graduating from our business courses should have a knowledge of and a certain skill in operating the most common of the modern office appliances. The present equipment is both meager and in need of repair. Funds to repair or renew what is already possessed and to acquire additional are urgently needed.

The conditions of the appropriations should be such that the money shall be equitably allotted to the white high schools offering commercial courses and shall be available for the operation and repair of equipment owned and also for securing new and additional equipment by direct purchase or by exchange.

A systematic and efficient provision for typewriter and office training equipment is an important and at present a serious problem. The writer has given the subject careful consideration. The solution here presented is the best one.

The policy which Dr. Howard proposes for the schools under his supervision should likewise be followed in the appropriations for the business-practice department of the Dunbar High School.

Accordingly, I recommend that the Board of Education undertake to secure an appropriation of approximately \$25,000 for the maintenance, purchase, exchange, and extension of typewriting and office training equipment for high schools of the District of Columbia and that each year an adequate sum be requested to maintain a general practice of keeping the equipment of the departments of business practice up to a reasonable degree of proficiency. These specific suggestions offered by Dr. Howard are as follows:.

TYPEWRITER EQUIPMENT.

Exchange 180 machines at \$40_____	\$7, 200
Exchange 40 machines at \$35_____	1, 400
Exchange 100 machines at \$30_____	3, 000
Exchange 30 machines at \$25_____	750
Upkeep 125 machines, at \$5_____	625
Purchase 30 machines at \$65_____	1, 950
Purchase 100 tables at \$6_____	600
Purchase 100 chairs at \$2.50_____	250
	<hr/> \$15, 775

OFFICE TRAINING EQUIPMENT.

Purchase 16 filing cabinets, complete, at \$40_____	\$640
Sundry office appliances: Duplicating machines, billing machines, addressograph, etc _____	1, 565
	<hr/> 2, 225
	<hr/> 18, 000

(D) FOR INCREASING GENERAL EQUIPMENT TO ACCOMMODATE INCREASED ENROLLMENTS IN HIGH SCHOOLS.

No one who is not thoroughly familiar with high-school organization can appreciate the difficulties of school officials in undertaking to accommodate in a high school more pupils than the capacity of the building can adequately provide for. Many of these difficulties grow out of the lack of permanent equipment for pupils accommodated. For example, in the Central High School there are less than 2,500 individual pupil lockers.

The enrollment in the Central High School has reached approximately 3,000 pupils. Five hundred pupils in the Central High School are without individual lockers. Additional pupils require additional teachers. The building lacks teachers' desks and chairs. Most collections of reference books for pupils pursuing various studies are inadequate for a school of 3,000 pupils.

The situation in Dunbar High School is similar to the situation in Central High School. The Dunbar High School was equipped to

accommodate 1,200 pupils. Its enrollment reached approximately 1,500 pupils in 1920-21. It will take approximately \$4,000 to provide additional lockers for the increased enrollment.

Under plans prepared by the municipal architect the sum of \$68,000 was requested by the Board of Education in 1918 to complete the equipment of the machine shop in the Central High School. The sum of \$25,000 was appropriated in 1919-20 for this purpose. If the machine shop is to be equipped as was contemplated, \$43,000 is necessary for that purpose.

The above statement is not exhaustive. It merely illustrates the kind of permanent equipment which should be provided for through this appropriation. Other high schools are in corresponding need of additional permanent equipment.

I recommend that the Board of Education undertake to secure an appropriation of approximately \$50,000 for increasing the permanent equipment of high schools, necessitated in large measure by the increased enrollment in such schools, but in part for the purpose of completely furnishing our school buildings in accordance with the original plans.

(E) FOR REPLACING ANTIQUATED SCHOOL FURNITURE IN ELEMENTARY SCHOOLS.

Some of the elementary school buildings in the District of Columbia were erected 30, 40, or 50 years ago. They now have in them the same furniture with which they were equipped when they were erected. No general replacement of antiquated seats and desks has been possible with the appropriations with which the Board of Education has been provided. This furniture, of course, is entirely out of date. It is not adjustable. It does not conform to the present-day standards of seating pupils.

I recommend that the Board of Education make every effort to secure an appropriation of \$15,000 annually for a period of years with which to replace most of the antiquated furniture now found in our elementary school buildings.

(F) FOR UPKEEP AND PHYSICAL IMPROVEMENTS TO SCHOOL BUILDINGS.

There is being appropriated annually for repairs and improvements to school buildings and grounds approximately \$200,000. The Board of Education has repeatedly asked the commissioners for an increase in the amount of this appropriation.

The following table shows the amounts requested by the board since 1919, the estimates submitted by the commissioners to Congress, and the appropriations made by Congress:

Year.	Board's estimates.	Allowed by the com- missioners.	Appropri- ated by Congress.
1920.....	\$210,000	\$210,000	\$200,000
1921.....	200,000	250,000	200,000
1922.....	250,000	250,000	225,000

When one realizes that the school buildings of the District of Columbia, with their furniture, heating and ventilating systems, represent an expenditure of millions of dollars, one realizes how inadequate this appropriation is for keeping these buildings in good condition.

The first demand on this fund is for the repair and upkeep of the heating and ventilating systems and for the repairs to roofs of buildings. After such repairs have been made the other needs of the school system may be considered. These needs cover painting, oiling, and general repair work.

I recommend that the Board of Education continue its efforts to secure an increase in the amount appropriated for this purpose.

SUMMARY.

In the preceding items having to do with the upkeep of permanent improvements to buildings and permanent equipment the superintendent has undertaken to describe needs as they now exist to the end that the commissioners and Congress may authorize the appropriations necessary for providing for these much needed improvements.

V. PHYSICAL WELFARE OF PUPILS.¹

The physical welfare of pupils in the public schools depends upon many factors and conditions. Among these some attention will here be given to (1) instruction in physical well-being, (2) discovery and correction of physical defects, (3) play and recreation.

1. INSTRUCTION IN PHYSICAL WELL-BEING.

Instruction in physical well-being is provided for in the course of study in the elementary schools and in the high schools. It consists of a study of physiology and hygiene, in physical exercises, and in the inculcation of health habits in the elementary schools. It consists more largely of gymnasium work, drills, and athletics in the high schools.

(A) ELEMENTARY SCHOOLS.

In the elementary schools during the past year much attention has been given to the modern health crusade which has been a part of the instruction for a period of years and which has now been incorporated as a part of the course of study and training for elementary-school pupils.

The point of view represented by this modification of the course of study is important. Instruction in physiology and hygiene of the body is comparatively a failure unless it results in appropriate care of the body on the part of pupils receiving such instruction. Instead of emphasizing detailed facts of human physiology, the present course of study emphasizes various health habits. This new development is exceedingly promising.

(B) HIGH SCHOOLS.

In the high school physical training is a required minor through the four-year course. In athletics usually pupils receive physical exercise and training who are already best developed physically. In altogether too many cases high-school pupils whose bodies should be

¹Dr. J. A. Murphy, chief medical inspector, and Mr. W. B. Patterson, in charge of school playgrounds, assisted the superintendent in the preparation of this section of the report.

built up by appropriate exercise are receiving too little attention and are being allowed to continue throughout their high-school period of education without correcting many physical defects which should be corrected during that period.

Many pupils also go through the high school suffering from over-fatigue and overstrain, and may graduate or leave school prematurely not well fitted physically to take up the duties of life. Such pupils need careful study and expert physical guidance. Their programs of activities should be adjusted to their physical condition. Their bodies should be built up by proper food and health habits.

The basis of credits for physical education and training should be on the results attained. The attainment or maintenance of a satisfactory standard of health should cover the following four points:

1. Normal weight.
2. Freedom from remediable physical defects, such as defective vision, defective teeth, flabby muscles, poor posture, diseased tonsils.
3. Actual practice of an accepted code of simple standard health habits.
4. Ability to perform certain standard gymnastic exercises without undue strain or fatigue.

I recommend that the physical training course in the high schools be modified to conform to these principles, so that the high-school graduates may be both physically and mentally better prepared for future usefulness.

2. DISCOVERY AND CORRECTION OF PHYSICAL DEFECTS.

The discovery and correction of physical defects of pupils in the public schools is under the direction of the health department of the District of Columbia. The staff of the health office specifically charged with that function consists of one chief medical and sanitary inspector, who devotes all of his time to this assignment; 12 medical inspectors, serving part time only; 4 dental inspectors, serving part time; 8 dental operators, serving full time; 4 prophylactic operators, serving full time; and 10 nurses on full time.

In the following pages will be given a description of the work undertaken by each group of persons serving on the staff, followed by recommendations for the desired extension of such work.

(A) CHIEF MEDICAL AND SANITARY INSPECTOR.

The chief medical and sanitary inspector gives his whole time to the direction and control of medical inspection and sanitary conditions in the public schools. He is the only physician in the health

office who is not allowed to practice his profession outside his official duties. His compensation is \$2,500 per year.

Under the direction of the health officer he supervises and directs the work of every member of this staff; handles all correspondence; holds regular conferences with nurses and inspectors; holds interviews with parents, school officials, and the health officer; directs the dental clinics, including the requisitioning and supervision of dental supplies; plans and directs the nutrition clinics, inspects schools, clinics, special schools, and classes; oversees the work of individual inspectors, dentists, and nurses; and makes an annual report on work accomplished. He is charged with safeguarding the health of 60,000 public-school children. The compensation paid this officer is wholly inadequate and should be increased to correspond with the qualifications required and the responsibilities and duties of the office.

(B) MEDICAL INSPECTORS.

Twelve medical inspectors examine pupils and recommend appropriate treatment. They also inspect pupils and classes for the detection and prevention of communicable disease, inspect sanitary conditions in school buildings and grounds, examine applicants for child-labor permits and applicants for the normal school and for teaching positions, make mental examinations of retarded pupils, and conduct nutrition clinics. They work not less than three hours per day, according to a regular schedule of school visits, and receive a salary of \$500 per year.

A. PHYSICAL EXAMINATION OF PUPILS.

The following table gives a detailed summary of the work of the school medical inspectors:

Number of visits to school buildings.....	6,456
Number of visits to homes of pupils.....	417
Total.....	6,893
Number of schoolrooms inspected:	
For sanitary conditions.....	3,494
For general observation of pupils.....	9,165
For detection of contagion carriers.....	2,085
Total.....	14,744
Number of pupils given individual examinations:	
For detection of physical defect—	
None found.....	3,365
Treatment recommended.....	6,755
To determine whether vaccinated—	
Successful.....	6,692
Unsuccessful.....	1,522

For transfer to special school.....	271
For admission to normal school.....	829
For work permit.....	1,780
Readmission recommended.....	4,428
Exclusion recommended.....	2,427
Cultures taken.....	893
Special examinations.....	517
Vaccinations.....	65
Total.....	29,544

It will be noted that 29,544 examinations of pupils for various purposes were made by the medical inspectors, an average of approximately 14 examinations for each inspector daily. Some of these were complete examinations, but the majority were for diagnosis of some special symptom noted by the teacher. This method of reference by the teacher is essential and proper for the detection of contagious conditions and the diagnosis and follow up of gross physical and mental defects plainly evident to the teacher. It does not, however, reach the whole school system and allows to pass undetected and uncorrected the vast majority of pupils suffering from the numerous common physical defects known to be present in high percentages among school children. These are not reported, recognized, or corrected, because the present staff is not able to examine systematically all pupils in the school system yearly.

B. PHYSICAL EXAMINATIONS OF PROSPECTIVE TEACHERS.

The medical inspectors examined physically applicants for admission to the normal schools, making a total of 829 separate examinations. Practically all of the candidates for admission to the normal school were found to be suffering from one or more physical defects which should have been corrected during their progress through the elementary and high schools.

The medical inspectors also made 479 physical examinations of applicants for teaching positions in the schools of the District. Of these several were certified as unfit because suffering from tuberculosis, cardiac lesions, partial blindness, deafness, or marked physical deformities to such an extent as to affect materially their probable success as teachers. As a result, they were not appointed.

These physical examinations are of great value and will undoubtedly insure a higher standard of health among teachers. Such examinations are now made of all applicants for admission to the normal schools, of all pupils in the normal schools before graduation, and of all candidates for teaching positions who come from other cities.

It should continue to be the policy of the Board of Education to require physical as well as intellectual and moral fitness for the teaching profession in the schools of the Nation's Capital.

C. SEGREGATION OF TUBERCULOSIS PUPILS.

In accordance with the regulations governing the control of communicable diseases in the District of Columbia, all pupils reported to the health department as suffering from pulmonary tuberculosis or tuberculosis in any communicable form are not permitted to attend any school, either public or private, except one established and maintained exclusively for such pupils. In order to provide for the education of such pupils, one white and one colored school are maintained, having an enrollment of 35 and 55 pupils, respectively. The program in these schools is so arranged that a mid-morning lunch, a noonday lunch, and a rest period is provided, in addition to the regular course of study. Biweekly visits are made by the medical inspector and school nurses, and the entire building is operated as an open-air school. Both car fare and lunches are furnished the pupils from school funds.

The pupils in attendance are only those who in the judgment of the medical inspector are in such physical condition as to be able to attend school without detriment to themselves or others. They are principally arrested or practically arrested cases. Many of these pupils eventually recover to such a degree as to be reported by their family physician or by the health department as recovered. They are then transferred back to the regular schools.

Undoubtedly there are many pupils now attending the regular schools who, if examined, would be found to be suffering from tuberculosis, and who really need the special care afforded them in this type of school in order that they may regain normal health. The new health school to be erected to take the place of the old Hamilton School will undoubtedly afford splendid educational and health service for this type of pupil. It is to be hoped that the school medical service may be extended so that more of the pupils needing it may be examined early and given this opportunity while the prospect of complete recovery is still good.

D. NUTRITION CLINICS.

Careful surveys made in the schools indicate that from 20 per cent to 30 per cent of all school children are 10 per cent or more underweight. As a child's weight is a practical index to his nutritional condition, it is of the utmost importance that facilities be provided

for the weighing and measuring of all school pupils. Twelve scales were purchased last year. There should be scales in every school. It is proposed that scales be purchased as soon as funds may be obtained for this purpose, and that the report of the actual height and weight of each pupil, together with the amount which he should weigh, be entered on the report card. The program proposed for the solution of this problem of poor nutrition is both (1) educational and (2) corrective. First, the course in hygiene should include instruction in good dietary habits, and, second, the undernourished group as determined by periodical weighing should be given special consideration, study, and instruction in the following ways:

(a) Mid-morning feeding of milk and cracker, to be paid for by the parents, but handled by parent-teacher associations or mothers' clubs.

(b) Mid-afternoon feeding of same at home.

(c) School program modified to meet requirements for additional rest periods in cases suffering from poor nutrition due to overfatigue.

(d) Physical examination by medical inspector of pupils 7 per cent or more underweight and follow up by nurses for correction of physical defects and of improper food and health habits.

(e) Organization of undernourished children into competing groups known as nutrition classes, in which the results of weekly weighings will be studied and the pupils, together with their parents, instructed in the causes of poor nutrition and its remedy.

Six nutrition classes were held during the past year at the following schools:

School.	Enrollment.	School.	Enrollment.
Blake.....	19	Miner Normal.....	25
Hamilton.....	9	Stevens.....	20
Thomson.....	22		
Harrison.....	10	Total.....	105

These clinics were carried on with the assistance of the Association for the Prevention of Tuberculosis, which furnished the services of two trained nutrition workers and contributed all necessary literature, charts, and other supplies. The average gain in weight for the classes as a whole was 147.2 per cent of the expected normal gain. These clinics have undoubtedly made a lasting impression upon the minds of the underweight children who were privileged to attend them and will do much to influence for better health their future habits and lives. This work should be extended and a sufficient force of medical inspectors, nurses, and nutrition workers provided so that all undernourished children may benefit.

E. MENTALLY RETARDED PUPILS.

The medical inspectors examined physically and mentally 170 retarded pupils during the past year. Of these 35.8 per cent were classified as not mentally deficient, 44 per cent as bordering on mental deficiency, and 19.8 per cent as feeble-minded. Of these 170 pupils, 9.4 per cent were further diagnosed as having congenital word blindness.

The detailed findings and results of the examinations are analyzed in the following table:

	Number.	Percentage.
Number examined.....	170	
Mental defect in parent.....	21	12.3
Poor education in parent.....	19	28.8
Foreign language spoken in home.....	22	12.9
School retardation in brothers and sisters.....	40	23.5
History of serious disease or injury.....	20	11.7
Poor personal habits or hygiene.....	11	6.4
Poor environment.....	51	31.7
PHYSICAL DEFECTS PRESENT.		
No defects.....	11	8.2
Nutrition.....	52	30.5
Anemia.....	27	15.8
Vision.....	24	14.1
Crossed eyes.....	6	3.5
Other eye diseases.....	6	3.5
Defective hearing.....	10	5.8
Discharging ear.....	3	1.7
Defective nasal breathing.....	45	26.4
Catarrh.....	18	10.5
Enlarged tonsils.....	45	26.4
Defective teeth.....	107	62.9
Enlarged glands.....	42	24.7
Pulmonary.....	2	1.1
Cardiac.....	7	4.1
Skin or parasitis.....	7	4.1
Orthopedic.....	19	11.1
Nervous.....	43	25.3
Speech defect.....	34	20.0
Hernia.....		
Other defects.....	22	12.9
DIAGNOSIS—MENTAL.		
(A) Not mentally deficient:		
1. Bright.....	2	1.1
2. Average.....	16	9.4
3. Dull or backward.....	13	25.3
(B) Mentally deficient:		
(a) Borderland—		
4. Backward.....	69	40.5
5. Backward emotive.....	6	3.5
(b) Feeble-minded—		
6. High grade.....	28	16.4
7. Imbecile.....	3	1.7
8. Idiot.....	3	1.7
Congenital word blindness.....	16	9.4
Transfer to an atypical school.....	99	40.5
Not to be transferred to an atypical school.....	67	39.4
Transfer to coaching school.....	7	4.1
Exclusion as noneducable.....	4	2.3

The number of retarded pupils in the schools is far in excess of the number examined by the medical inspection force. These pupils were selected by the teachers only because of marked retardation and then usually only after several years of failure in their classes. A study of these cases and the organization of group intelligence tests

by experts in this work would be of untold value in adjusting the school curriculum to the needs of the pupils. This is work which properly belongs in a department of educational research.

(C) DENTAL INSPECTORS.

Four dental inspectors examine pupils and determine their need of dental work and recommend appropriate treatment. They work three hours per day and receive \$500 per year.

Eighteen thousand one hundred and twenty-three, or approximately 38 per cent of the pupils of the elementary schools, were examined by the four dental inspectors this year. Of these, 89.6 per cent were suffering from dental caries with an average of 2.78 carious teeth per child, 67.8 per cent had unclean teeth, 56.4 per cent did not use the toothbrush properly, 4.3 per cent had unhealthy gums, 12.3 per cent needed teeth regulated, 5.9 per cent had alveolar abscesses, and 8.4 per cent had permanent teeth missing. With these conditions existing among school pupils it is plainly evident that a great increase in educational, prophylactic, and corrective work is needed for their improvement.

The following table gives a detailed summary of the work:

	Number.			Percentages.		
	White.	Colored.	Total.	White.	Colored.	Total.
Pupils examined.....	13,474	4,749	18,123	-----	-----	-----
Pupils having no defects.....	1,369	519	1,888	10.1	10.9	10.4
Cavities:						
Permanent teeth.....	16,257	9,115	25,702	120.6	198.8	141.8
Temporary teeth.....	6,322	2,508	8,830	46.9	52.8	48.7
Extraction needed:						
Permanent teeth.....	1,709	596	2,288	12.6	12.5	12.6
Temporary teeth.....	8,506	5,073	13,579	63.1	106.8	74.9
Pupils having unclean teeth.....	8,071	4,224	12,295	59.9	88.9	67.8
Pupils not properly using toothbrush.....	6,015	4,224	10,239	44.6	88.9	56.4
Pupils having unhealthy gums.....	625	168	793	4.6	3.5	4.3
Pupils having pyorrhea.....	40	17	57	.2	.3	.3
Pupils needing teeth regulated.....	1,922	303	2,225	14.2	6.3	12.2
Pupils having alveolar abscesses.....	1,027	51	1,078	7.6	1.0	5.9
Pupils having permanent teeth missing...	1,125	398	1,523	8.3	8.3	8.4
Requests for treatment at school dental clinics.....	2,777	758	3,335	20.6	15.9	18.4
Promises of treatment by private dentist..	3,200	480	3,680	23.7	10.1	20.3

(D) DENTAL OPERATORS.

Eight dental operators are provided for, who operate free dental clinics for those pupils otherwise unable to secure desirable or necessary dental treatment. They work three and a half hours per day throughout the entire year under the direction of the chief medical inspector and receive \$700 per year.

The following table gives a detailed summary of the work of the dental operators at the dental clinics:

	White.	Colored.	Total
Patients:			
Number of new patients.....	1,994	954	2,948
Number of revisits.....	6,185	1,648	7,833
Total number of sittings.....	8,249	3,102	11,351
Number of cases completed.....	1,094	539	1,633
Fillings:			
Amalgam.....	2,747	1,678	4,425
Amalgam—oxyphosphate.....	620	67	687
Oxyphosphate—copper or silver.....	797	802	1,599
Gutta-percha.....	1,143	244	1,387
Zinc oxide.....	274	890	1,074
Synthetic porcelain.....	395	37	433
Total.....	5,977	3,628	9,605
Extractions:			
Permanent teeth.....	248	202	450
Temporary teeth.....	2,239	751	2,990
Total.....	2,487	953	3,440
Other operations:			
Treatment—medical.....	3,561	2,628	6,189
Pulp capped.....	227	4	231
Pulp extirpated.....	216	170	386
Silver nitrate.....	781	193	974
Root canal filled.....	227	105	333
Abscess lanced.....	201	101	302
Miscellaneous.....	2,637	223	2,860
Total.....	7,850	3,435	11,275
Anesthetics:			
Local.....	435	254	689
General.....		5	5
Total.....	435	259	694

Summarizing the above table, 2,848 pupils, or 6 per cent of the average enrollment of the graded schools, were treated at the four school dental clinics, receiving an average of 3.25 fillings, 1.16 extractions, 3.28 other operations, and 0.23 anesthetics per pupil treated.

These clinics have been unable to handle the work requested. Thousands of requests were received which could not be reached during the year. In the majority of these cases the pupils needing treatment have received none, as the parents have waited, expecting future appointments or were unable to pay. The majority of pupils treated would not have received treatment otherwise.

The educational efficiency of the schools will be increased by these clinics, which will bring about better health, fewer illnesses and absences, better discipline, and better concentration through the relief of physical discomfort and disabilities.

(E) PROPHYLACTIC OPERATORS.

The appropriations act provides for four additional prophylactic operators. They give treatment and give instruction in the care of the teeth and mouth. They work full time and their compensation is \$900 per year each. Owing to the small compensation provided, it has been impossible to find more than one person who is willing to work at the salary provided.

The one dental hygienist now employed gave prophylactic treatment to 1,349 pupils during the year.

The work of the dental prophylactic operator is exceedingly important and is of higher value to the pupils than even the operative and corrective work done by the dental operators. By the repeated mechanical cleaning of the teeth of the pupils, the removal of calculus, and polishing the surface of the teeth, dental decay is prevented. By the educational work in teaching the pupils the proper methods of oral hygiene, health habits are established which protect the future integrity of the teeth. This is the work of the dental prophylactic operator, and a sufficient corps of these workers, receiving an adequate compensation, should be employed to reach all pupils in the school system at least once yearly.

(F) PUBLIC-SCHOOL NURSES.

Ten nurses constitute the staff for carrying on the follow-up work of medical and dental inspectors with pupils and parents. They consult pupils in the schools and visit pupils and parents at their home with a view of seeing that the instructions of the physicians or dentists are carried out by pupils and parents. Their attitude is one of sympathetic helpfulness to pupils and parents. They receive \$1,200 per year.

The following tables give an analyzed summary of the work of the school nurses:

Cases:

Number of cases referred.....	8,867
Number of cases completed.....	6,143
Number of cases remaining on hand.....	2,724
Number of cases taken to clinics.....	2,776

Defects:

Number of physical defects in cases referred.....	12,276
Number of defects completed.....	8,718
Number of defects remaining on hand.....	3,558

Visits:

Number of visits to schools.....	4,898
Number of visits to homes.....	10,035
Number of visits to clinics.....	1,212
Number of visits to cooperative agencies.....	438

Consultations:

With teachers.....	7,879
With parents.....	9,239
With pupils.....	24,012

Classified defects handled by school nurses, 1920-21.

Defect.	Number of defects referred.	Cured.	Improved.	Treatment instituted.	No treatment necessary.	Moved.	Co-operation refused.	Total defects handled.	Remaining.
Nutrition.....	898	61	221	305	1	51	18	661	237
Amenia.....	340	36	121	63	7	12	9	218	82
Vision.....	1,836	585	96	151	67	62	13	974	892
Other eye diseases.....	230	110	46	52	4	4	4	220	19
Crossed eyes.....	47	17	2	12	1	.....	2	34	13
Hearing.....	103	16	22	19	1	11	5	80	23
Discharging ear.....	80	5	6	17	.....	.....	2	30	30
Defective nasal breathing.....	875	348	16	150	12	47	63	672	203
Chronic nasal catarrh.....	135	35	25	35	3	11	7	116	19
Enlarged tonsils.....	2,105	473	9	466	150	124	81	1,233	862
Defective teeth.....	2,785	1,075	96	640	25	126	52	2,014	771
Enlarged glands.....	352	66	23	115	5	26	20	264	98
Pulmonary disease.....	72	11	3	30	10	2	1	60	12
Cardiac disease.....	38	2	9	21	1	3	1	37	1
Skin or parasitic.....	1,149	1,174	35	101	1	21	.....	1,335	114
Orthopedic.....	117	27	15	31	.....	6	2	81	36
Nervous system.....	95	10	21	24	.....	4	3	62	33
Speech defect.....	93	1	37	18	.....	8	9	73	20
Hernia.....	1	.....	.....	3	.....	.....	.....	3	1
Other ailments.....	597	359	55	79	5	7	6	511	86
Total.....	12,276	4,111	853	2,302	326	531	290	8,718	3,558
Percentage.....	.....	33.9	6.9	18.7	2.6	4.3	2.3	71.0	28.0

With increasing nursing needs and increasing work to be done—namely, more physical examinations, weighing and measuring, nutrition studies and follow-up work, the examinations of teachers, and the completion of cases now left undone for lack of a sufficient corps—it is evident that more nurses are needed to do the work required. The present ratio of nurses to pupils is 1 to approximately 6,000. This ratio should be not more than 1 to 2,500.

(G) RECOMMENDATIONS.

I recommend:

(1) That the salary of the chief medical and sanitary inspector be increased from \$2,500 to \$3,500 per year, and that he be permitted to practice his profession as are the other members of the staff of the health office.

(NOTE.—The more closely the chief medical inspector is associated and identified with his profession the more valuable he is as a medical inspector in the schools. Conversely, if removed entirely from touch with general medical practice, the value of his services as medical inspector will deteriorate.)

(2) That the number of medical inspectors be increased from 12 to 20, and that their compensation be increased from \$500 per year for about three hours' work per day to \$1,200 each per year for the same part-time work.

(NOTE.—This increase in the number of medical inspectors will make it possible to examine physically all elementary and high school pupils to detect physical defects, to advise parents regarding undernourished pupils and to extend throughout the school system the amount of medical and sanitary service now limited by the size of the present staff.)

(3) That the number of dental inspectors be increased from four to six, and that their compensation be increased from \$500 per year for three hours' work per day to \$1,000 each per year for the same part-time work.

(NOTE.—This increase in number of inspectors will make it possible to examine all elementary-school pupils at least once each year.)

(4) That the number of dental operators be increased from 8 to 16, and that their compensation be increased from \$700 per year to \$1,200 for three and a half hours' work per day throughout the year.

(NOTE.—This increase in number of dental operators will make it possible to increase the number of free dental clinics from four to eight. Perhaps no other work is more important to thousands of pupils who do not get any other dental attention.)

(5) That the salary of the prophylactic operators be increased from \$900 per year to \$1,200, so that the number now appropriated for can be employed; and that the number be increased from four to eight, so that every pupil can be reached at least once yearly.

(6) That the number of school nurses be increased from 10 to 20, and that their salary be increased from \$1,200 to \$1,400 per year.

The adoption of the above recommendations will extend the present efficient but limited medical and dental service throughout the school system, so that all pupils who need it will be reached by the increased staff.

3. PLAY AND RECREATION.

The school system of Washington contains 140 elementary-school buildings, 7 high-school buildings, 2 junior high-school buildings, 2 normal-school buildings, 2 vocational schools, making in all 153 school buildings. A few of these buildings, like the Berret, B. B. French, and Wisconsin Avenue, are used for special purposes, such as domestic science, domestic art, and manual training.

From year to year appropriations have been made for fitting up the yards of these schools with playground apparatus. At one time or another 78 of these yards have been fitted up and called authorized playgrounds. Money has been expended largely for the purchase of swings and seesaws, although some of the larger grounds have been more fully equipped.

Of the 140 elementary schools there are at present 52 whose grounds have never been authorized as playgrounds. Some of these have been partially equipped from private contributions. A considerable number of them have little or no play space about them.

Of the 78 authorized playgrounds, 23 have inadequate space, 10 have adequate space but are undeveloped, and the remainder have adequate yards but the equipment is in bad condition. Several of the yards need grading. Much of the equipment must be replaced. The appropriations for repairing and equipping six additional yards

each year does not adequately provide for the extension of playground facilities of other schools.

EQUIPMENT.

In the past the equipment of our school playgrounds has consisted largely of swings, seesaws, and slides. These are all deteriorating solely because, under the law, new equipment can be purchased for six additional playgrounds yearly, but none of that appropriation may be expended for grounds previously equipped or recently enlarged. From the appropriation for maintenance and repair, repairs to playground equipment can be made from time to time. However, when it is once worn out it may not be replaced under any appropriation now provided in the appropriations bill. It is usually replaced by the generous contributions of home and school associations and like organizations.

SUPERVISION.

The streets of Washington are coming to be more and more dangerous to pedestrians and particularly to school children. It is desirable that the school playgrounds be utilized to their fullest extent. They should be opened before school and after school and during the recess periods. School playgrounds so opened should be properly supervised. When children of all ages, from the first to the eighth grade, are using the same playground it is essential that there must be some one in charge to supervise the children.

During the recesses which occur in the school day a teacher can be assigned to look after the play of children. It should not be considered a part of the teacher's duties to supervise the play of children in the yards after school hours any more than it should be considered a part of the teacher's duty to supervise the play of pupils during the summer vacation.

RECOMMENDATIONS.

In addition to the recommendations made elsewhere in this report (see p. —), I recommend:

(1) That adequate play space be provided for every new school established in the District of Columbia.

(2) That systematic efforts be made on the part of the Board of Education and school authorities to equip satisfactorily for play purposes all school yards now available but unequipped.

(3) That a new item be provided in the next budget for the purchase of equipment to replace worn-out playground equipment.

(4) That a new item be included in the next estimates to provide compensation for supervisors of playgrounds after school hours and during the vacation period.